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

BOARD OF TRUSTEES SPECIAL MEETING NOTICE

December 4, 2023
To Begin in GSUB 316 for Executive Session @ 12:00 p.m.
To Resume in GSUB 129 for Public Meeting @ 5:00pm

AGENDA

12:00pm Public Meeting to Open and Proceed in Executive Session (GSUB 316)

I. Board Retreat

5:00pm Public Meeting – to Resume in GSUB 129

II. Roll Call
III. Approval of the Minutes from the September 11, 2023, BOT Meeting (Action item)
IV. Chair's Report
V. President's Report
   A. University Update
VI. Committee Reports
   A. Executive Committee (Action Items)
      1. Personnel | Compensation
   B. Finance and Audit Committee
      1. FY 2024 Operating Budget Update
   C. Mission Committee (Action Items)
      1. Mission Refresh
      2. Academic Masterplan
      3. Enrollment & Retention
VII. Old Business
VIII. New Business
IX. Next Meeting – February 20, 2024
X. Adjournment

SCHEDULE

12:00 p.m. Executive Session – GSUB 316
5:00 p.m. Public Session – GSUB 129

Individuals that wish to address the New Jersey City University Board of Trustees must submit a request to speak form accessible from the following university webpage in accordance with Board policy:

https://www.njcu.edu/about/administration-governance/board-trustees/speaker-request-form

A copy of the terms for addressing New Jersey City University's Board of Trustees may be obtained at the following link:

https://www.njcu.edu/about/administration-governance/board-trustees/terms-addressing-new-jersey-city-universitys-board-trustees

New Jersey City University
Board of Trustees
September 11, 2023

Public Session Minutes

ATTENDING:

Mr. Luke Visconti, Chair (Zoom)
Dr. Steven Chang (Zoom)
Mr. Edward Fowlkes (Zoom)
Mr. Carlos Lejnieks (In-Person)
Mr. Rafael Perez (Zoom)
Dr. Irene Trowell-Harris (Zoom)
Dr. Edward Whittaker (Zoom)
Mr. Andrés Acebo, Interim President - E*x Officio* (In-Person)
Ms. Ashley Pottinger, *Student Trustee – Voting Member* (In-Person)
Ms. Monica de los Rios, *Interim University Legal Counsel* (In-Person)
Mr. Henry Amoroso, *State Appointed Monitor* (In-Person)
Ms. Rose Mary Reilly, *Secretary to the Board of Trustees* (In-Person)

Absent – Mr. David Valica, *Student Trustee - Non-Voting*

Ms. Reilly welcomed the public who joined at the NJCU Main Campus – Gothic Lounge.

The meeting was called to order at 5:36 PM by Ms. Reilly.

NOTICE OF MEETING
Ms. Reilly noted that the time, date, location and agenda for this meeting were mailed to the Jersey Journal, the Star-Ledger, Office of the Secretary of State, Senate Majority Office, Council of New Jersey State College Locals and the New Jersey Association of State Colleges and Universities on September 6, 2023. Notice of this meeting was also posted on the University's email system and website.

REORGANIZATION
Interim President Acebo welcomed the new student trustees Ashley Pottinger (voting), and David Valica (non-voting and absent), recently appointed ex-officio members Dr. Meriem Bendaoud Faculty Representative, Dr. Helen Dao Chair of the Alumni Association, and Peter Hernandez, Chair of the Foundation Board. Mr. Visconti was nominated and appointed as Chairman of the Board of Trustees.

APPROVAL OF MINUTES
Ms. Reilly requested a motion to approve the Minutes from the June 26, 2023 Board Meeting. The motion was moved by Mr. Visconti and seconded by Mr. Perez. (Yes-Mr. Visconti, Dr. Chang, Mr. Fowlkes, Mr. Lejnieks, Mr. Perez, Ms. Pottinger, Dr. Trowell-Harris, Dr. Whittaker; No-None; Abstention-None; Absent-None). The motion passed.

BOARD CHAIR'S REPORT

Mr. Visconti thanked the Board of Trustees for his appointment as Chairman of the Board of Trustees and is grateful for the opportunity to serve the NJCU community and stressed the importance of good governance. Chairman Visconti welcomed Henry Amoroso, who was appointed as State Monitor at NJCU. Prior to joining the Board of Trustees in 2020, Mr. Visconti previously served as the Chair of the NJCU Foundation Board.

INTERIM PRESIDENT'S REPORT
UNIVERSITY UPDATE

Interim President Acebo and Mr. Brian Kirkpatrick, Vice President of Administration and Finance highlighted the progress made over the last year, reducing a structural operating deficit of $23M to $8.1M and recommended a budget adjustment for the FY 2024 budget of $2.0M - inclusive of additional revenue and expense reductions to reduce the structural deficit to $6.1M. The Interim President noted NJCU serves the most diverse student community in the state and is among the most diverse in the country. Investing in institutions like NJCU, that drive economic mobility through access to affordable higher education, has never been more critical and NJCU will continue its mission of ensuring that every student is able to receive the education they need to thrive in their own community.

FY23 FINANCIAL UPDATE

Mr. Brian Kirkpatrick, Vice President of Administration and Finance, provided an update on the FY24 proposed budget as distributed.

NJCU

Budget Adjustments as of August 31, 2023

Description	Fiscal Year 2024 Unbudgeted Savings	Fiscal Year 2025 Budget Savings	One Time Cash Savings - Prior Years
Unclaimed Property State of NJ	$ -	$ -	$ 347,000
Ground rent Block 2 Rivet 2	295,896	295,896	320,554
UACS rent increase	220,265	794,828	
Bank of America sweep accounts 4.5%	412,500	495,000	
RWJ BH license agreement	416,667	510,000	
Additional structural salary savings	1,165,000	TBD	
Fringe benefit non salary adjustment	350,000		
Subtotal	2,860,327	2,095,724	667,554
Net OBA funding of $3.8M less $1.5M already included in budget	2,307,000		
Stabilization aid	10,000,000		
Total	$ 15,167,327	$ 2,095,724	$ 667,554

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NJCU

Year End Financial Data

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
REVENUES	Audited	Audited	Audited	Budget	Proposed Budget
Tuitions & Fees	99,034,000	96,878,000	92,545,000	82,831,000	82,183,000
Auxiliary Enterprises	3,591,000	1,703,000	2,927,000	2,500,000	2,534,000
Less Institutional Scholarships	(9,576,000)	(10,717,000)	(14,293,000)	(14,000,000)	(13,201,000)
Federal, State & Private Grants	4,544,000	4,262,000	6,265,000		1,499,000
State Appropriation	21,537,000	26,692,000	30,924,000	33,913,000	27,906,000
State Paid Fringe Benefits	24,258,000	25,777,000	23,916,000	19,400,000	18,077,000
Stimulus Funds	5,523,000	27,187,000	16,747,000	-	-
All Other Revenue	3,661,000	1,140,000	3,722,000	4,242,000	4,192,000
Total Revenue	152,567,001	172,922,000	162,753,000	128,886,000	123,190,000
EXPENSES	Audited	Audited	Audited	Budget	Proposed Budget
Salaries and Wages	92,439,000	83,840,000	88,581,000	79,075,000	73,833,000
Fringe Benefits	23,745,000	26,363,000	22,348,000	19,961,000	18,826,000
Insurance	499,000	424,000	478,000	469,000	470,000
Utilities	2,894,000	2,728,000	3,273,000	4,850,000	4,350,000
Other Non-Personnel Expense	27,979,000	26,717,000	23,623,000	20,970,000	23,744,000
CARES/HEERF Direct Payments	3,894,000	6,582,000	7,183,000	5,751,000	
Bad Debt & Other Student Aid	3,626,000	3,461,000	2,284,000	-	
Interest on Debt	6,421,000	5,972,000	6,246,000	-	
Depreciation	10,554,000	10,559,000	10,529,000	10,477,000	10,105,000
Total Expenses	$ 172,051,000	$ 166,646,000	$ 164,545,000	$ 141,553,000	$ 131,328,000
Surplus/Deficit	$ (19,483,999)	$ 6,276,000	$ (1,792,000)	$ (12,667,000)	$ (8,138,000)

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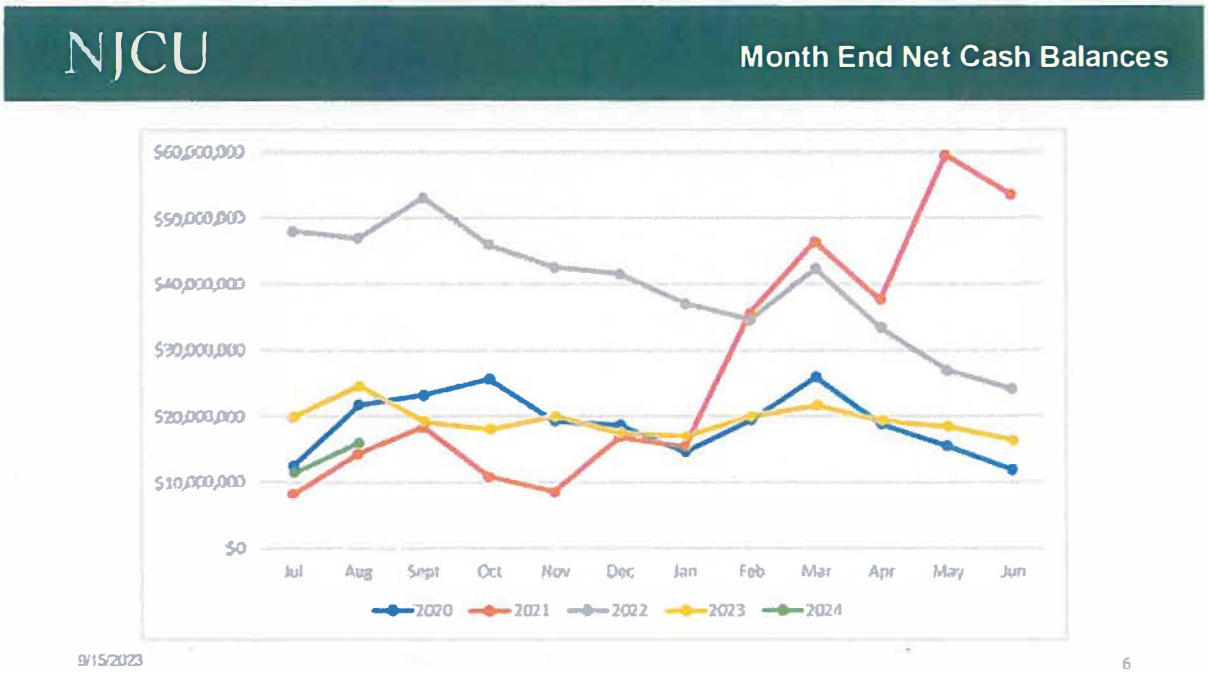
NICU

FY 2024 Adjusted Budget

	FY 2024	FY 2024	FY 2024	FY 2024	FY 2024
REVENUES	Approved Budget	Budget Adjustments	Adjusted Budget	Unbudgeted State Funding	Proposed Budget
Tuitions & Fees	$ 82,183,000	$ (2,500,000)	$ 79,683,000	$ -	$ 79,683,000
Auxiliary Enterprises	2,534,000	1,346,000	3,880,000		3,880,000
Less Tuition Waivers and Discounts	(13,201,000)	2,500,000	(10,701,000)		(10,701,000)
Federal, State & Private Grants	1,499,000		1,499,000		1,499,000
State Appropriation	26,406,000		26,406,000		26,406,000
State Stabilization Funds	-		-	10,000,000	10,000,000
State Paid Fringe Benefits	18,077,000	(291,250)	17,785,750		17,785,750
OBA Payments	1,500,000		1,500,000	2,307,000	3,807,000
All Other Revenue	4,192,000		4,192,000		4,192,000
Total Revenue	123,190,000	1,054,750	124,244,750	12,307,000	136,551,750
EXPENSES	Approved Budget	Budget Adjustments	Adjusted Budget	Unbudgeted State Funding	Proposed Budget
Salaries and Wages	73,832,511	(1,165,000)	72,667,511		72,667,511
Fringe Benefits	18,825,577	(641,250)	18,184,327		18,184,327
Insurance	470,000		470,000	-	470,000
Utilities	4,350,000		4,350,000		4,350,000
Other Non-Personnel Expense	23,744,615		23,744,615		23,744,615
Depreciation	10,105,000		10,105,000		10,105,000
Total Expenses	131,327,703	(1,806,250)	129,521,453	-	129,521,453
Surplus/Deficit	$ (8,137,703)	$ 2,861,000	$ (5,276,703)	$ 12,307,000	$ 7,030,297



REQUESTS TO SPEAK

The following individuals requested to speak at the public session of the Board and were called forward by Ms. Reilly:

Dr. Fran Moran, University Senate President, addressed the Board in support of the Board of Trustees approval of the proposed amendments to the Senate Constitution empowering shared governance.

Dr. Gloria Boseman addressed the Board and shared her sentiments/concerns on Dr. Amoroso's role, the State Appointed Monitor, at NJCU and stated that she looks forward to his gathering of data. Dr. Boseman congratulated Dr. Dao on her appointment as an ex-officio member to the Board. Lastly, Dr. Boseman addressed her ongoing concern regarding the need to increase minority faculty hires.

Dr. William Calathes, AFT Chief Negotiator & Professor of Criminal Justice, addressed the challenges NJCU has been facing, as well as the partnerships and tough decisions that have been made to support the students.

Barbara Hildner, AFT Local President, addressed the Board in support of new beginnings, the new Chair, and welcomed Mr. Amoroso. She applauded the hard work that has been done so far, having achieved a debt reduction to $6.1M – all while preserving the mission of the University. Ms. Hildner encouraged the Board to add a regular Board of Trustees Public Session before the next scheduled meeting in February 2024 and invited members of the Board of Trustees to meet with Faculty for lunch or dinner to share ideas. She encouraged everyone in the NJCU community to work together towards 2027, which marks the beginning of the second century of NJCU's existence.

EXECUTIVE COMMITTEE

Ms. Reilly put forward the request to approve the NJCU Resolution Affirming Designation of Rose Mary Reilly as Secretary to the Board of Trustees. The motion was moved by Mr. Visconti and seconded by Ms. Trowell-Harris (Yes-Mr. Visconti, Dr. Chang, Mr. Fowlkes, Mr. Lejnieks, Mr. Perez, Ms. Pottinger, Dr. Trowell-Harris, Dr. Whittaker; No-None; Abstention-None; Absent-None). The motion passed.

NEW JERSEY CITY UNIVERSITY
RESOLUTION AFFIRMING PRESIDENT'S APPOINTMENT OF BOARD SECRETARY

WHEREAS: Pursuant to Article VI of the New Jersey City University ("NJCU") Board of Trustees ("Board of Trustees") By-Laws, the Board shall organize annually during the month of September each year and elect officers as may be necessary; and

WHEREAS: The By-Laws further provide that a Secretary to the Board shall be appointed by the President and that the Secretary be a non-trustee member of the President's staff; and

WHEREAS: Rose Mary Reilly is currently a member of the President's staff and holds the position of Project Coordinator; and

WHEREAS: Interim President Andres Acebo now seeks to exercise such powers, rights and privileges that are given to him under the By-Laws and appoints Rose Mary Reilly as Secretary to the Board of Trustees; and now be it

RESOLVED: That the Board of Trustees, on September 11, 2023, does hereby affirm Interim President Acebo's appointment of Rose Mary Reilly to be Secretary to the Board of Trustees.

Secretary to the Board of Trustees
September 11, 2023

Ms. Reilly put forward the request to approve the NJCU Resolution Amending the FY 2024 Operating and Capital Budgets. The motion was moved by Mr. Visconti and seconded by Mr. Lejnieks (Yes-Mr. Visconti, Dr. Chang, Mr. Fowlkes, Mr. Lejnieks, Mr. Perez, Ms. Pottinger, Dr. Trowell-Harris, Dr. Whittaker; No-None; Abstention-None; Absent-None). The motion passed.

NEW JERSEY CITY UNIVERSITY
RESOLUTION AMENDING THE FISCAL YEAR 2024
OPERATING AND CAPITAL BUDGET

WHEREAS: State Colleges and Universities have been authorized to establish revenue, expense, and capital budget projections for the FY24; and

WHEREAS: The New Jersey City University ("University") Board of Trustees on June 26, 2023, approved the tuition rates, room and board rates, and rates for other fees for the 2023/2024 academic year; and

WHEREAS: The University prepared its operating and capital budgets for FY24 based on projected State appropriation and tuition and fee increases, which projected total operating revenues and expenses and capital expenditures as outlined in its FY24 budget proposal; and

WHEREAS: The Board of Trustees reviewed the FY24 budget projections at its June 26, 2023, public meeting and adopted same; and

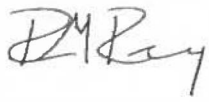
WHEREAS: The University has successfully continued its right-sizing measures structural operating deficit reduction efforts, which reduced its initial deficit of $22.7 million (as of 1/2023) to $8.1 million (as of 6/2023) s FY2024; and

WHEREAS: Since July 1, 2023, the University has continued its collaborative implementation of its recovery and revitalization framework for long-term financial sustainability, mission focus, and student success which realized additional recurring revenue in-lays and finalizing of right-sizing measures that further reduce the structural operating deficit down to approximately $6.1 million (as of 8/23); and

WHEREAS: the reduction in the University's deficit excludes any institutional stabilization funding secured in the FY24 State of New Jersey Budget Appropriation (totaling $10 million) or the full increase to the University's outcomes based funding allocation ; and

WHEREAS: The University will continue to provide regular financial updates throughout the fiscal year to the Board of Trustees and recommend any necessary adjustments in furtherance of cost containment strategies; and now be it

RESOLVED: That the New Jersey City University Board of Trustees, on September 11, 2023, does hereby approve the Amended FY24 Operating and Capital Budgets as appended hereto.



Secretary to the Board of Trustees
September 11, 2023

Ms. Reilly put forward the request to approve the NJCU Resolution to Ratify University Senate Constitution Amendments. The motion was moved by Mr. Visconti and seconded by Mr. Lejnieks (Yes-Mr. Visconti, Dr. Chang, Mr. Fowlkes, Mr. Lejnieks, Mr. Perez, Ms. Pottinger, Dr. Trowell-Harris, Dr. Whittaker; No-None; Abstention-None; Absent-None). The motion passed.

NEW JERSEY CITY UNIVERSITY
RESOLUTION RATIFYING UNIVERSITY SENATE CONSITUTION AMENDMENTS

WHEREAS: New Jersey City University's (the "University") University Senate and Administration have dutifully worked to enhance and strengthen shared governance at New Jersey City and to ensure that the voices of all stakeholders and constituents inform the university deliberations, mission focus, and pursuit of academic excellence and student success; and

WHEREAS: The University Senate has promulgated proposed amendments to its constitution to intentional engage representation from adjunct faculty, ensure transparency in the charge and composition of standing and ad hoc committees, and strengthen shared governance and deliberative informed servant leadership of the University's mission by explicitly enshrining the principles of shared governance in university senate constitution; and

WHEREAS: Recently, the Board amended, at the recommendation of Interim President Acebo, its bylaws to strengthen the unequivocal alignment of shared governance values and principles by establishing ex officio membership to the Board of Trustees a tenured faculty representative at the June 26, 2023 public meeting of the Board of Trustees; and now be it

RESOLVED: That the New Jersey City University Board of Trustees, on September 11, 2023, does hereby ratify the amendments to the University Senate Constitution as appended hereto.

Secretary to the Board of Trustees
September 11, 2023

Ms. Reilly put forward the request to approve the action items, which included Faculty and Professional Staff Reappointments, and Managerial and Professional Staff New Hires, as of June 2023. The motion was moved by Mr. Visconti and seconded by Ms. Trowell-Harris (Yes-Mr. Visconti, Dr. Chang, Mr. Fowlkes, Mr. Lejnieks, Mr. Perez, Ms. Pottinger, Dr. Trowell-Harris, Dr. Whittaker; No-None; Abstention-None; Absent-None). The motion passed.

Personnel | Compensation

Managerial Regular Appointments

1. Patrick Bartole, Director, FCM
   Facilities & Construction Management
   New Salary: $ 128,000
   Effective: 7/1/2023

Managerial Salary Adjustment/Reclassification

1. Patricia Altomonte, Interim AVP Finance
   Finance
   Salary: $168,000
   Effective: 7/1/2023

2. Dr. Donna Breault, Interim Senior Vice President and University Provost
   Academic Affairs
   Salary: $230,000
   Effective: 9/1/2023

3. Dr. Rachel Fester, Vice President for Institutional Effectiveness
   Office of Institutional Effectiveness
   Salary: $175,000
   Effective: 7/1/2023

Managerial Temporary Appointments

1. Milagros Peralta, Chief of Staff
   President's Office
   Salary: $130,000
   Effective: 7/12/2023

2. Mona Jha, Director, EEO/AA/Diversity
   University Counsel
   Salary: $130,000
   Effective: 9/5/2023

Managerial Temporary to Permanent Appointments

1. Lorena Laverde, Director, Academic Advising
   Academic Affairs
   Salary: $130,000
   Effective: 9/5/2023

Professional Staff Regular Appointments

1. Michael Arbitblit, Transfer Evaluator- PSS3
   Registrar
   Salary: $66,217.05
   Effective: 7/31/2023

2. Evelin Candelario, Assistant Director, Enrollment Communications
   Admissions
   Salary: $86,641.15
   Effective: 9/11/2023

3. Alan Cruz, Asst Director Pre-College Programs- Asst Director 3
   VP Academic Affairs
   Salary: $60,454.95
   Effective: 8/27/2023

4. Brian Gustafson, Transfer Evaluator- PSS3
   Registrar
   Salary: $66,217.05
   Old Salary: $110,245.13
   Effective: 8/14/2023
   Reassignment from Faculty (AFT)

5. Kenneth Macbain, ISS Global Initiatives -Assistant Director 1
   International Student Advisement
   Salary: $84,513.79
   Old Salary: $113,921.06
   Effective: 7/1/2023
   Reassignment from Faculty (AFT)

6. Robert Romeo, Academic Advisor- PSS3
   University Advisement Center
   Salary: $77,741.15
   Old Salary: $ 93,712.74
   Effective: 7/1/2023
   Reassignment from Faculty (AFT)

Professional Staff Temporary Appointments

1. Vera Dika, ISS Global Initiatives- Assistant Director 1
   International Student Advisement
   Salary: $84,513.79
   Old Salary: $110,245.13
   Effective: 9/11/2023
   Reassignment from Faculty (AFT)

NEW HIRES

Professional Staff Regular Appointments

1. Dana Smerda-Mason, Educational Support Technology- PSS4
   Educational Technology
   Salary: $57,192.50
   Effective: 9/11/2023

2. Andrea Tider, Career Readiness Manager- PSS4
   Dean School of Business- Grant Funded
   Salary: $77,078.93
   Effective: 9/11/2023

Managerial Regular Appointments

1. Hasson Gordon, Director, Budget
   Controller's Office
   Salary: $120,000
   Effective: 9/11/2023

Ms. Reilly put forward the request to approve the NJCU Resolution Authorizing Application to the State of New Jersey Department of the Treasury, Unclaimed Property Administration. The motion was moved by Mr. Lejnieks and seconded by Mr. Visconti (Yes-Mr. Visconti, Dr. Chang, Mr. Fowlkes, Mr. Lejnieks, Mr. Perez, Ms. Pottinger, Dr. Trowell-Harris, Dr. Whittaker; No-None; Abstention-None; Absent-None). The motion passed.

NEW JERSEY CITY UNIVERSITY
RESOLUTION AUTHORIZING APPLICATION TO STATE OF NEW JERSEY DEPARTMENT OF THE TREASURY, UNCLAIMED PROPERTY ADMINISTRATION

WHEREAS: The New Jersey City University ("NJCU") maintains six (6) properties with the State of New Jersey Department of the Treasury, Unclaimed Property Administration ("UPA"); and

WHEREAS: Pursuant to N.J.S.A. 46:30B-1 et seq., the State of New Jersey requires the University to formally request the unclaimed properties be returned to the University; and

WHEREAS: The unclaimed properties consist of outstanding vendor and other checks made during the period 2017 - 2021, that have not been cashed or otherwise redeemed, totaling approximately **$209,329.05**; and

WHEREAS: Upon designation by the University President on behalf of the University, the Vice President of Administration and Finance, Brian Kirkpatrick, seeks to now submit documentation to the UPA for return of these properties to the University; and now be it

RESOLVED: That the Board of Trustees, on September 11, 2023, does hereby authorize the Vice President of Administration and Finance, Brian Kirkpatrick, to submit and execute the necessary documentation to effectuate same and ensure the collection of unclaimed funds.

Secretary to the Board of Trustees
September 11, 2023

Ms. Reilly put forward the request to approve the NJCU Resolution Authorizing the DEP Grant. The motion was moved by Mr. Visconti and seconded by Ms. Trowell-Harris (Yes-Mr. Visconti, Dr. Chang, Mr. Fowlkes, Mr. Lejnieks, Mr. Perez, Ms. Pottinger, Dr. Trowell-Harris, Dr. Whittaker; No-None; Abstention-None; Absent-None). The motion passed.

DEP-069G
ATTACHMENT E (Gov)

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GRANT AGREEMENT
BETWEEN
New Jersey City University
(Name of Grantee)
AND
THE STATE OF NEW JERSEY BY
AND FOR
THE DEPARTMENT OF ENVIRONMENTAL PROTECTION

GRANT IDENTIFIER:

AQ22-079

GOVERNING BODY RESOLUTION

The governing body of New Jersey City University

(print Grantee's name)

desires to further the public interest by obtaining a grant from the State of New Jersey in the amount of approximately _____ to fund the following project:
Purchase of one electric box truck and one electric shuttle bus and replacement of three fossil fueled powered vehicles; purchase of electric charging stations and electric infrastructure.

Therefore, the governing body resolves that **John Grew** or the successor to the office of

(print name)

Interim Director of Research, Grants and Sponsored Programs is authorized (a) to make application for such a grant, (b) if awarded, to execute (print title of authorized official)

a grant agreement with the State for a grant in an amount not less than **0.00** and not more than **$777,450.30**,

and (c) to execute any amendments thereto X any amendments thereto which do not increase the Grantee's obligations.

*The **the Board of Trustees of New Jersey City University**
(print name of Grantee's governing body, e.g., board of chosen freeholders)

authorizes and hereby agrees to match **3.723%** of the Total Project Amount, in compliance with the match requirements of the agreement. The availability of the match for such purposes, whether cash, services, or property, is hereby certified..***0** % of the match will be made up of in-kind services (if allowed by grant program requirements and the agreement)

The Grantee agrees to comply with all applicable Federal, State, and municipal laws, rules, and regulations in its performance pursuant to the agreement.

Introduced and passed **09/11**, **2023** .

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* The portion of this form between the asterisks should only be completed if matching funds are required under the terms of the agreement. Where in-kind services are allowed and are stipulated by the Grantee, an attachment must be provided and appended hereto, breaking out the in-kind services.

Seal

DEP-069G
02/19

ATTACHMENT E (Gov)
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CERTIFICATION*

I, **Edie Delvecchio**, municipal clerk county clerk utilities Authority Clerk
(print name)

(other, specify) **Associate Vice President of Business Services** of **New Jersey City University**
(print Grantee's name)

certify that this resolution was duly adopted by **the Board of Trustees of New Jersey City University**
(print name of Grantee's governing body)
at a meeting duly held on the **11** day of **September**, **2023** ; that this resolution has not been amended or repealed; and that it remains in full force and effect on the date I have subscribed my signature. **

(signature) *

Edie Delvecchio
(print name)

Associate Vice President of Business Services
(print title)

Date: _____ **

* Certification must be signed by an official other than the individual authorized to execute the agreement.

** This date must be no more than sixty (60) days prior to the Grantee's execution of the agreement. If the original certification expires prior to the Grantee's execution, the Grantee must submit a currently certified copy of this Attachment E when it returns the executed agreement to the Department.

OLD BUSINESS

Nothing to report.

NEW BUSINESS

Nothing to report.

NEXT MEETING

The next Board meeting will be held in early December 2023. Ms. Reilly requested a motion for the Board to move into executive session prior to the public session in order to discuss confidential personnel and contractual matters. The motion was moved by Mr. Perez and seconded by Ms. Trowell-(Yes-Mr. Visconti, Dr. Chang, Mr. Fowlkes, Mr. Lejnieks, Mr. Perez, Ms. Pottinger, Dr. Trowell-Harris, Dr. Whittaker; No-None; Abstention-None; Absent-None). The motion passed.

The minutes of the executive session will become available to the public when there is no longer a need for confidentiality regarding these matters.

ADJOURNMENT

There being no further business to come before the Board, Ms. Reilly requested a motion for the board to adjourn the meeting. The motion was moved by Mr. Whittaker and seconded by Mr. Perez (Yes-Mr. Visconti, Dr. Chang, Mr. Fowlkes, Mr. Lejnieks, Mr. Perez, Ms. Pottinger, Dr. Trowell-Harris, Dr. Whittaker; No-None; Abstention-None; Absent-None). The motion passed and the meeting was adjourned.

Respectfully submitted,

Secretary to the Board of Trustees
September 11, 2023

EXECUTIVE

Board of Trustees
Public Session

Faculty and Staff Personnel Actions

Managerial Staff Regular Appointments

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

Managerial Temporary to Permanent Appointments

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

Professional Staff Regular Appointments (RECLASSIFICATIONS)

1. Samantha Amorino, Assistant to the Dean, Professional Studies
   Dean, Professional Studies
   Salary: $54,706.69- Professional Services Specialist 4
   Effective: 10/23/2023

2. Dominique Smith, New Student Programs & Special Initiatives, Director
   Admissions
   Salary: $86,641.14
   Effective: 10/21/2023

New Hires

Faculty Temporary Appointments (Leave Replacement)

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

Managerial Regular Appointments

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

Board of Trustees
Public Session

Professional Staff Regular Appointments

1. Jorge Fernandez, Associate Director, Transfer Admissions
   Admissions
   Salary: $69,984.76- Professional Services Specialist 2
   Effective: 10/10/2023

1. Cindy Gerez, Financial Aid Counselor
   Financial Aid
   Salary: $ 60,454.95- Professional Services Specialist 3
   Effective: 11/20/2023

3. Rosaury Gomez, Counselor
   Pre-College Programs
   Salary: $ 54,706.70- Professional Services Specialist 4 (Grant Funded Position)
   Effective: 11/6/2023

4. Nicole Leibowitz, Assistant Director, Graduate Admissions
   Admissions
   Salary: $66,653.48- Professional Services Specialist 2
   Effective: 10/02/2023

FINANCE AND AUDIT

FY 2024 OPERATING BUDGET UPDATE

NJCU

FY 2024 Financial Update

December 4, 2023

NJCU

BUDGET

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

NJCU

YEAR END FINANCIAL DATA

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

NJCU

FY 2024 ADJUSTED BUDGETS

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

NJCU

BUDGET ADJUSTMENTS

REVENUES	AHM	Open Positions	Waivers	OBA	Total
Tuitions & Fees	$ 2,567,000				$ 2,567,000
Auxiliary Enterprises					-
Less Tuition Waivers and Discounts			1,500,000		1,500,000
Federal, State & Private Grants					-
State Appropriation					-
State Stabilization Funds					-
State Paid Fringe Benefits	525,000	(75,000)			450,000
OBA Payments				1,500,000	1,500,000
All Other Revenue					-
Total Revenue	3,092,000	(75,000)	1,500,000	1,500,000	6,017,000

EXPENSES	AHM	Open Positions	Waivers	OBA	Total
Salaries and Wages	2,100,000	(300,000)			1,800,000
Fringe Benefits	525,000	(75,000)			450,000
Insurance					-
Utilities					-
Other Non-Personnel Expense	100,000				100,000
CARES/HEERF Direct Payments					-
Bad Debt & Other Student Aid					-
Interest on Debt					-
Depreciation					-
Total Expenses	2,725,000	(375,000)	-	-	2,350,000
Surplus/Deficit	$ 367,000	$ 300,000	$ 1,500,000	$ 1,500,000	$ 3,667,000

NJCU

CAPITAL AND DEBT

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

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

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

NJCU

CAPITAL NEEDS

New Jersey City University - Admin and Finance - Capital Project Request - Fiscal Year 2025

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

NJCU

CAPITAL NEEDS

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

NJCU

CAPITAL SOLUTIONS

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

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

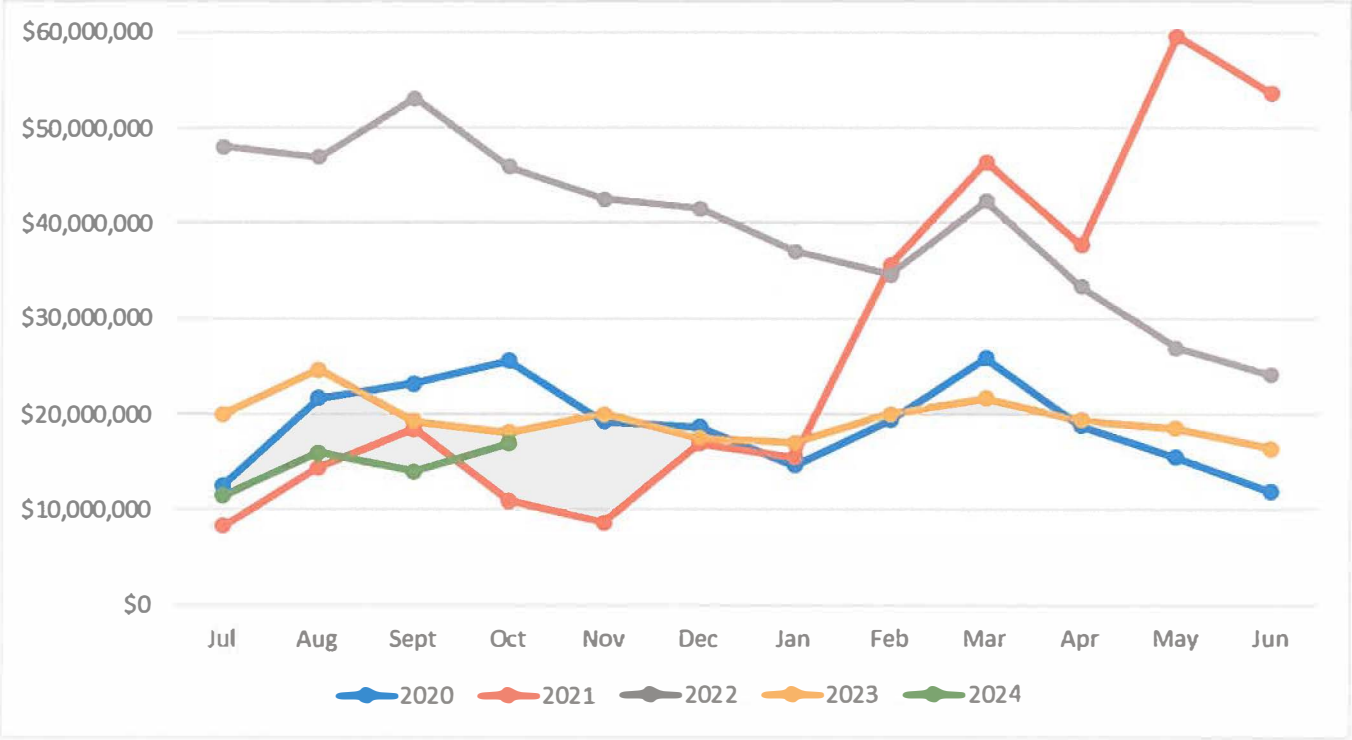
NJCU

NEXT STEPS

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

NJCU

Month End Net Cash Balances October 31, 2023



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

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

OFFICE OF THE PRESIDENT

November 17, 2023

Re: FY25 Budget Planning and Review Recommendations

Dear Chairman Visconti and Members of the Board of Trustees,

I am writing to provide recommendations and key insights regarding the budget planning process for New Jersey City University (NJCU) for Fiscal Year 2025. As we embark on the development of our FY25 budget, it is crucial to align our financial strategy with our institution's mission and long-term objectives, while ensuring transparency, accountability, and shared governance.

The FY25 budget must continue the work of our successful short-term implementation of the recovery and revitalization plan by strategically addressing various essential areas, including structural operating deficit reduction, long-term debt defeasance, deferred maintenance, student success/retention investments, resource allocation for mission focus on economic mobility, community engagement, and the enculturation of a lifelong learner commitment. These recommendations will guide us in continuing to align our budget with the university's mission and long-term sustainability.

I emphasize the following recommendations for your consideration:

1. Strategic Alignment:

Ensure that the FY25 budget is in alignment with NJCU's mission, vision, and strategic priorities. Our budget should reflect our commitment to academic excellence, student success, and a supportive campus environment.

2. Stakeholder Engagement:

Incorporate robust stakeholder engagement in the budgeting process. Engage faculty, staff, students, and administrators in meaningful discussions and seek their input. This shared governance approach will lead to a more comprehensive and inclusive budget that considers diverse perspectives.

3. Transparency:

Promote transparency at all stages of budget development. Provide access to budget-related information, including revenues, expenditures, and financial decisions. Transparency will enhance trust and collaboration among all stakeholders.

4. Data-Driven Decision-Making:

Base budget decisions on solid data and evidence. Utilize historical financial data, enrollment trends, and performance metrics to inform budget allocations. This will ensure that our investments are strategic and effective.

A. **Revenue Diversification:** Explore opportunities to diversify revenue streams. This includes expanding online education, increasing non-degree programs, and seeking partnerships for research and development projects. Revenue diversification will help reduce our reliance on tuition and state funding.

B. **Budget Realignment with Mission:** Ensure that our budget allocations directly support our mission and strategic objectives. Investments in academic programs, faculty development, student support services, community engagement, and lifelong learner programs should all align with our commitment to economic mobility and community enrichment.

5. Fiscal Responsibility:

Maintain fiscal responsibility by ensuring that our budget is balanced, and resources are allocated efficiently. Regularly review and monitor budget performance to make necessary adjustments.

A. **Structural Operating Deficit Reduction:** Enshrining the reduction of the structural operating deficit is of paramount importance. We must continue developing and implementing a comprehensive and sustainable plan to reduce this deficit, ensuring that our ongoing operational expenses are balanced by revenues. The University must routinely evaluate cost-saving measures, revenue enhancements, and efficiency improvements across the institution.

B. **Long-Term Debt Defeasance:** Pursue the reduction and mitigation of the University's long-term debt obligations. Develop a clear strategy for debt defeasance, leveraging endowments, grants, or other sources, to alleviate the financial burden on the university.

C. **Deferred Maintenance:** Prioritize investments in deferred maintenance to ensure our campus facilities meet the standards required for a conducive learning and working environment. Neglecting infrastructure and facilities not only impedes our academic mission but can also lead to increased costs in the long run.

6. Strategic Investments:

Prioritize investments in academic programs, faculty and staff development, student support services, research, and innovation. These strategic investments are essential for our long-term growth and reputation.

A. **Student Success and Retention:** Invest in programs and initiatives that foster student success and retention. Allocate resources for academic advising, counseling services, career development, and other resources that contribute to improved student outcomes. Focus on data-driven strategies to identify at-risk students and provide timely interventions.

B. **Mission Focus on Economic Mobility:** Reinforce our commitment to economic mobility. Develop programs and initiatives that ensure all students, regardless of their background, have access to the transformative power of higher education. Scholarships, work-study opportunities, and career-focused curricula are central to this mission.

C. **Community Engagement:** Strengthen our engagement with the local and regional community. Collaborate with community organizations, businesses, and government agencies to create partnerships that benefit both the university and the community. Engaging with the community aligns with our mission and provides opportunities for experiential learning.

D. **Lifelong Learner Enculturation:** Promote and enculturate a commitment to lifelong learning among students. Develop and expand lifelong learning programs, certificates, and resources that enable students to continue their education and skill development beyond their initial degree.

E. **Faculty and Staff Recruitment, Retention, and Development:** Expand outreach to underrepresented groups in recruitment, including proactive engagement with professional organizations. Implement targeted advertising and job postings to reach diverse candidates. Offer incentives for employee referrals and successful recruitment of underrepresented candidates. Develop mentorship and professional development programs tailored to the needs of underrepresented faculty and staff. Support affinity groups and networks for faculty and staff to create a sense of belonging. Regularly assess and address workplace climate and concerns through surveys and open forums. Encourage continuous career development opportunities and pathways to leadership positions. Infuse diversity and inclusion principles into the university's strategic plan and mission. Foster an inclusive and culturally competent campus environment. Implement equity training for all employees to increase awareness and inclusivity. Support curriculum development that highlights diverse perspectives and experiences. Allocate budget resources for diversity recruitment and retention initiatives.

7. Contingency Planning:

Recognize the importance of contingency planning. In unpredictable financial landscapes, it is crucial to have contingency plans in place to address unexpected challenges or opportunities.

8. Tuition and Financial Aid:

Consider the balance between tuition increases and financial aid allocation. Ensure that the cost of education remains accessible and affordable while maintaining the quality of our programs.

9. Infrastructure and Technology:

Allocate funds for infrastructure improvements and educational technology enhancements. A modern and well-maintained campus, along with state-of-the-art technology, contributes to a positive learning environment.

10. Performance Metrics:

Establish clear performance metrics to evaluate the impact of budget decisions on student success and operational efficiency. Regularly assess and report on these metrics to track progress.

Maintain transparency in financial reporting. Communicate clearly with the university community and external stakeholders about our financial health, the progress in addressing the deficit, and the impact of investments on student success, economic mobility, and community engagement.

In conclusion, as we move forward with the FY25 budget planning process, it is paramount that we prioritize alignment with our strategic objectives, engagement with stakeholders, transparency, and data-driven decision-

making. NJCU's fiscal health is essential for our continued growth and success, and the Board of Trustees plays a pivotal role in ensuring that the budget serves the best interests of our institution and the community we serve.

I look forward to working closely with the Board of Trustees and all university stakeholders to create a budget that reflects our shared commitment to NJCU's mission and vision.

Thank you for your ongoing support and dedication to the success of New Jersey City University.

Sincerely,

Andrés Acebo
Interim President
New Jersey City University

Cc: NJCU Senior Leadership
Dr. Fran Moran, University Senate President
Henry Amoroso, Fiscal Monitor

OFFICE OF THE PRESIDENT

Date: November 17, 2023
To: Chairman Visconti and Members of the Board of Trustees
From: Interim President Andrés Acebo
Re: FY25 Budget Planning Outline

Creating a budget for an academic institution like New Jersey City University (NJCU) for Fiscal Year 2025 is a complex task that requires careful consideration and collaboration between various stakeholders. In this draft budget plan, I'll emphasize the need for a Board of Trustees review and shared governance engagement, as these are critical aspects of the budgeting process in higher education.

I. Executive Summary:

- Introduction: Provide a brief overview of NJCU's mission, vision, and strategic priorities.
- Budget Goals: Outline the key objectives for the FY25 budget, focusing on financial sustainability, academic excellence, and student success.
- Budget Development Process: Explain the budget development process, including stakeholder engagement and timeline.

II. Revenue Projection:

- Tuition and Fees: Project tuition and fee revenues based on anticipated enrollment numbers and any planned tuition adjustments.
- State Funding: Detail expected state funding, considering historical allocations and any changes in state support.
- Private Donations: Include projected income from donations and endowments.
- Grants and Contracts: Highlight any significant grants or contracts anticipated for the fiscal year.
- Auxiliary Services: Revenue from housing, dining, and other auxiliary services.
- Other Sources: Miscellaneous sources like interest income, rental income, and bookstores.

III. Expense Allocation:

- Personnel Costs: Breakdown of salaries, benefits, and other compensation for faculty and staff.
- Academic Programs: Allocations for academic departments and programs.
- Student Support Services: Funding for student services, counseling, advising, and career development.
- Facilities Maintenance: Budget for maintenance and improvement of campus facilities.
- Technology Investments: Funding for technology infrastructure and educational technology.
- Administrative Costs: Budget for general administration, including HR, finance, and legal services.

- Scholarships and Financial Aid: Funding for scholarships and financial aid packages.
- Research and Innovation: Support for research activities and innovation initiatives.

IV. Budget Justifications:

- Enrollment Projections: Provide the rationale for enrollment projections and strategies for increasing or maintaining enrollment.
- Program Investments: Explain investments in academic programs and faculty development.
- Student Success Initiatives: Detail initiatives to enhance student support services and retention rates.
- Facilities Upgrades: Explain the need for campus improvements and the impact on the student experience.
- Technology Advancements: Describe technology investments and their benefits for teaching and learning.
- Scholarship Strategy: Explain the strategy for providing financial aid and scholarships to students.
- Research and Innovation: Highlight the role of research in advancing the institution's mission and reputation.

V. Board of Trustees Review:

- Presentation: Schedule a presentation to the Board of Trustees for an in-depth budget review.
- Engagement: Encourage trustees to provide input, ask questions, and offer insights.
- Transparency: Emphasize the importance of transparency and open communication in the budget process.

VI. Shared Governance Engagement:

- Faculty Involvement: Involve faculty representatives in the budget planning process, seeking their input and expertise.
- Staff Involvement: Engage staff members and their representatives to ensure their needs and concerns are considered.
- Student Involvement: Include student leaders in discussions about the budget and its impact on student life.
- Committees: Utilize existing shared governance committees or establish ad-hoc committees for budget discussions.

VII. Conclusion:

- Summarize the key points of the budget plan, including revenue projections, expense allocations, and the role of the Board of Trustees and shared governance in the process.
- Emphasize the alignment of the budget with NJCU's mission and strategic goals.

VIII. Appendices:

- Include detailed financial statements, enrollment data, and other supporting documents.
- Any additional information may be relevant for a comprehensive understanding of the budget.

Remember that the FY25 budget planning process should be an ongoing and collaborative effort involving various stakeholders to ensure that it aligns with NJCU's mission and strategic priorities while maintaining financial sustainability. Regular updates, revisions, and discussions will be crucial as the fiscal year progresses.

OFFICE OF THE PRESIDENT

Date: November 17, 2023
To: Chairman Visconti and Members of the Board of Trustees
From: Interim President Andrés Acebo
Re: FY25 Budget Planning Timeline

New Jersey City University (NJCU) FY25 Budget Planning Timeline[1]

I. Preparation Phase (Months November 2023-March 2024)
- Month: November 2023 (Mid): Initiate budget planning committee formation, comprising representatives from various university units and stakeholders.
- Month: March 2024 (beg): Distribute budget guidelines and templates to academic and administrative units. Encourage units to start developing preliminary budget requests.

II. Data Collection and Assessment (Months October- November 2023)
- Month: October 2023: Compile historical financial data, enrollment trends, and relevant performance metrics.
- Month: November 2023 (beg): Analyze current financial challenges and opportunities. Identify key areas that require budget adjustments.

III. Shared Governance Engagement (Months April 2024)
- Month: February 2024 (end): Host a shared governance meeting to present initial budget data and gather input from faculty, staff, and student representatives.
- Month: April 2024 (end): Facilitate forums for the NJCU community to voice budget-related concerns and suggestions. Encourage feedback through online platforms.

IV. Budget Drafting (Months March-April (mid) 2024)
- Month: March 2024 (end): Units submit their preliminary budget requests to the budget planning committee.
- Month: March (end)-April (beginning) 2024: Review preliminary requests, assess alignment with strategic priorities, and develop a draft budget proposal.

[1] This reformed timeline emphasizes the inclusion of the Board of Trustees in key decision-making points and ensures that shared governance plays a central role throughout the FY25 budget planning and implementation process. Open communication and transparency are essential in maintaining alignment with NJCU's strategic goals and mission.

V. Board of Trustees Strategic Review (Month: May 2024 (beginning - mid))

- Month: May 2024 (beginning): Present the draft budget proposal to the Board of Trustees for their initial review and feedback.
- Month: May 2024 (mid): Schedule follow-up meetings with board members to address questions and recommendations. Adjust the budget proposal accordingly.

VI. Refinement and Finalization (Months May 2024 (mid))

- Month: May (mid) 2024: Share the revised budget proposal with the campus community for feedback and address any concerns.
- Month: June (mid) 2024: Finalize the FY25 budget, ensuring alignment with the university's strategic goals and mission.

VII. Budget Review and Approval (Months June 2024)

- Month: June (mid) 2024: Present the finalized budget proposal to the Board of Trustees for their review and approval.
- Month: June (end) 2024: Allow board members to ask questions, deliberate, and provide final approval for the FY25 budget.

VIII. Implementation and Monitoring (Throughout FY25)

- Throughout FY25: Implement the approved budget, closely monitoring expenditures and revenue throughout the fiscal year.
- Quarterly Reports: Provide quarterly budget updates to the Board of Trustees and the University Senate to ensure transparency and financial accountability.

IX. Ongoing Shared Governance Engagement (Throughout FY25)

- Throughout FY25: Continue to engage faculty, staff, and students in budget-related discussions, keeping them informed about budget adjustments and progress.
- Mid-FY25: Host a mid-year review with shared governance representatives to assess budget performance and address any necessary changes.

MISSION

1. Mission Refresh
2. Academic Masterplan
3. Enrollment & Retention

MISSION REFRESH

Ad Hoc Strategic Planning Committee Report
November 13, 2023
RE: Update on Mission
From Christopher Shamburg, Chairperson of Ad Hoc Strategic Planning Committee

Barbara Hildner
Bernadette Schery
Christopher Shamburg, Chairperson
Donna Breault
Ella Rue
Godwin Ohiwerei
Harriet Phillip
Katherine Rufalo
Rachel Fester
Ruth Ortiz
Scott O'Connor
Venessa Garcia
William Calathes
Yufeng Wei

Dear Senate and University Community,

Since the September 18th Senate Approval of the University Mission Statement, the NJCU Senior Administrative Leadership, the Senate and Administration Coordinating Council (SACC) the Senate Executive Committee, and the Ad Hoc Strategic Planning Committee have been discussing further revisions of the Mission Statement.

The committee respectfully submits the below revision for Senate approval.

Mission

New Jersey City University seeks to empower its students through a highly accessible, equity-driven, and transformative education that focuses on their personal, professional, and civic development and facilitates their socioeconomic mobility.

Vision

At New Jersey City University our vision is to empower and uplift our diverse community of students, including historically underserved and underrepresented, first-generation, and adult learners. We aim to inspire intellectual curiosity and to nurture conscious citizenship and community engagement.

We uplift our community through teaching, research, and service by dedicated and supportive faculty, staff, and partnerships that create opportunity.

Please review the Addendum for background information.

REPORT ADDENDUM

Ad Hoc Strategic Planning Committee Report
November 13, 2023
RE: Update on Mission
From Christopher Shamburg, Chairperson of Ad Hoc Strategic Planning Committee.

This report addendum is to update the Senate and the University Community on the process of revising the NJCU Mission Statement over the last two months. The Mission Statement 'Refresh' began in May 2023 with a survey of the University community. The data from that survey was used to inform the original Senate Version as well as subsequent revisions.

Senate Version

At the September Senate meeting this committee presented a mission statement with supporting survey data and analysis.

This version was approved at the September 18th Senate Meeting:

> *New Jersey City University's mission is to serve a diverse student population with an accessible, engaging, and transformative education that focuses on the personal, professional, and civic development of all our students. Anchored in Jersey City, NJCU is committed to facilitating the socioeconomic mobility of our students, as well as to ethical and inclusive engagement with the communities we serve across New Jersey and beyond.*

This version was also presented at the Professional Development Workshop in August for feedback. At the September Senate meeting the Senate President emphasized that there would likely be further revisions from senior administration and the Board of Trustees and noted that he would include the discussion at the Senate about specifying our student population

Senior Leadership Revision

The NJCU Senior Administrative Leadership distributed a version to the Ad Hoc Strategic Planning Committee on October 25th:

> *New Jersey City University is intentionally dedicated to a diverse and inclusive learning environment where individuals of all backgrounds, particularly those that have been historically underserved and underrepresented in higher education, are welcomed, valued, and empowered with a highly accessible, engaging, and equity-driven transformative education that focuses on the personal, professional, and civic development of all our students. Anchored with purpose in our community, NJCU is committed to facilitating the socioeconomic mobility of our students through enriched academic and extracurricular programming, dedicated ulland supportive faculty and staff, and strong community partnerships. NJCU drives ethical and inclusive engagement with the communities we serve across New Jersey and beyond to ensure that every individual that is touched by our university can thrive and serve our society as lifelong learners and disciplined stewards of progress in our communities.*

The Committee reviewed this version and discussed. There was strong approval of all the ideas expressed in the statement and recognized that the data and analysis from the initial mission survey were honored. However, we believed that it was too wordy for a mission statement and that a shorter mission statement would be more accessible to a wider audience. Our suggestion was a more concise mission statement followed by a longer Vision Statement. We formed a Subcommittee for Mission Revision with Venessa Garcia, Barbara Hildner, and Scott O'Connor.

On October 26th the Senate Executive Committee met with the Administration during a SACC meeting and the Mission Statement was an agenda item. The Senate Executive Committee shared the feedback of the Senate Ad Hoc Committee Strategic Planning Committee regarding the October 25th version by senior leadership. The Administration was interested in continuing the revision process. A priority for them is to emphasize NJCU's uniqueness, the thing that distinguishes us among state colleges and universities, early in the mission statement. This information was conveyed to the Subcommittee for Mission Revision.

Subcommittee on Mission Revision Version

Based on the administration's version, the Senate approved version, and the data and analysis from the initial survey, the subcommittee developed the version below and shared on October 31st:

Mission
As a Hispanic-Serving and Minority-Serving Institution, New Jersey City University empowers all students through an accessible and transformative education focused on their personal, professional, and civic development that facilitates their socioeconomic mobility.

Vision
At New Jersey City University, our vision is to empower and uplift our diverse community of students. We aim to inspire intellectual curiosity, to provide our students the skills to satisfy that curiosity, to enable their socioeconomic mobility, and to nurture in them conscious citizenship.

Anchored in and working with Hudson County, we aim to collectively enrich the urban communities we serve through civic engagement, strong community partnerships, and graduating students who are disciplined stewards of progress.

Values

Academic excellence	*Lifelong learning*	*Diversity, equity, and inclusion*
Knowledge and scholarship	*Discovery and growth*	*Accessibility*
	Conscious citizenship	*Sustainability*
	Socioeconomic mobility	*Innovation*
	Empowerment and freedom	*Civic Engagement*
	Leadership	

Full Committee Revisions

At the November 8th meeting the subcommittee version was discussed and reviewed by the full committee and the version below was approved (Version to be voted on by the Senate).

Mission

New Jersey City University seeks to empower its students through a highly accessible, equity-driven, and transformative education that focuses on their personal, professional, and civic development and facilitates their socioeconomic mobility.

Vision

At New Jersey City University our vision is to empower and uplift our diverse community of students, including historically underserved and underrepresented, first-generation, and adult learners. We aim to inspire intellectual curiosity and to nurture conscious citizenship and community engagement.

We uplift our community through teaching, research, and service by dedicated and supportive faculty, staff, and partnerships that create opportunity.

Next Steps

Moving forward, we would like to solicit feedback from the University Community on the overall Strategic Plan. This work will be guided by this report and these three documents:

- Senate's Ad Hoc Strategic Planning Committee's September 2023 Report on the Mission Refresh (the final version and the data analysis)
- Memorandum of Understanding for the Shared Vision for Student Success Between New Jersey City University and AFT Local 1839
- NJCU Recovery and Revitalization Plan

All three documents can be found at this link.

We would like to thank the administration for the thoughtful conversations during this process. We look forward to having a final version of the Mission Statement and moving on with the Strategic Plan.

MSCHE
MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

STANDARDS FOR ACCREDITATION AND REQUIREMENTS OF AFFILIATION

Fourteenth Edition

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Standards for Accreditation and Requirements of Affiliation replaces all the earlier editions of *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation*: 1919, 1941, 1953, 1957, 1971, 1978, 1982, 1988, 1989, 1994, 2002, and those revised with editorial changes in 2006, 2007, 2008, 2011, 2015.

Introduction

An institution of higher education is a community dedicated to students, to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. The Middle States Commission on Higher Education (MSCHE) requires that its institutions meet rigorous and comprehensive accreditation standards, which are addressed in the context of the mission of each institution and within the culture of ethical practices and institutional integrity expected of accredited institutions. In meeting the quality standards of MSCHE accreditation, institutions earn accredited status, assuring students and the public of excellence in higher education.

Over the course of history, our identity has been closely aligned with assuring trust and instilling confidence in higher education. As an institutional accreditor, the Commission prides itself on advocating for honest self-reflection that results in meaningful change at our institutions.

We verify the quality of higher education through peer review, assessment, and evaluation. An institution is accredited when the educational community has confirmed through self-reflection and peer review that its mission is achieved and progress is made toward institutional goals. The extent to which each institution accepts and fulfills the responsibilities inherent in the process of accreditation is a measure of its commitment to continuous improvement.

Our *Standards for Accreditation and Requirements of Affiliation* serve as an ongoing guide for institutions considering application for membership, candidate institutions seeking initial accreditation, and accredited institutions striving for reaffirmation through engaged self-reflection and peer evaluation. Institutions are expected to demonstrate compliance with our *Standards for Accreditation*, *Requirements of Affiliation*, policies and procedures, and applicable federal regulatory requirements; conduct their activities in a manner consistent with the standards; and engage in ongoing processes of self-reflection and continuous improvement. Accredited institutions pursue excellence and innovation at all levels through ongoing quality assurance, improvement, innovation, and systematic, periodic, and sustained assessment.

In this document, each standard is expressed in one or two sentences and is then followed by criteria, which are used together, within the context of institutional mission, to demonstrate or determine compliance. The criteria specify characteristics or qualities that encompass the standard. The criteria are used holistically to evaluate how an institution meets the standards.

Principles

Five principles guide the analysis in each of our seven standards because of their importance in higher education.

Guiding Principles
1. Application of the Standards within the Context of an Institution's Mission and Goals
2. Centrality of the Student Experience
3. Reflection on Diversity, Equity, and Inclusion
4. Emphasis on Data and Evidence-based Decision-making
5. Innovation as an Essential Part of Continuous Improvement

Mission-Centric: Guiding Principle 1

The individual mission and goals of each institution remain the context within which our accreditation standards are applied. Our standards intentionally emphasize functions rather than specific structures in recognition of the many different models for educational and operational excellence.

Centrality of the Student Experience: Guiding Principle 2

The standards focus on the student learning experience. Institutions should design and provide student learning experiences aligned with mission, creating an appropriately supportive learning environment and understanding and improving student learning outcomes. An institution's student learning programs and opportunities must be characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, and institutions must offer a curriculum that is designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy (Standard III). Consistent with the institution's mission, the general education program must also include the study of values, ethics, and diverse perspectives (Standard III). Institutions must commit to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success (Standard IV).

Diversity, Equity, and Inclusion: Guiding Principle 3

Throughout the seven standards, institutions should reflect deeply and share results on diversity, equity, and inclusion (DEI) in the context of their mission by considering at a minimum: goals and actions (Standard I); demographics and policies or processes (Standard II and VII); curriculum and services (Standard III and IV); assessments (Standard V); and resource allocation (Standard VI). One goal of DEI reflection would be to address disparate impacts on an increasingly diverse student population if discovered. Throughout the standards, institutions define *DEI* and *populations* and follow best practices with attention to data integrity and security.

Data-Based Decision-Making: Guiding Principle 4

The standards reflect our commitment to data-based decision-making. Institutions must analyze a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met. Institutions should rely upon the data required by the Commission and additional data used by the institution. Institutions should follow the Commission's evidence expectations that are reflective of a range of data considerations, consonant with higher education expectations, and consistent with the institution's mission. Periodic and systematic evaluation and assessment allow institutions to demonstrate commitment to reflection, and our standards provide the opportunity to evaluate progress toward institutional goals. Institutions can leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents.

Innovation: Guiding Principle 5

Institutions are dynamic organizations that change and evolve for the benefit of their students and communities. The seven standards reflect our commitment to innovation and allow institutions to consider innovative practices in the context of mission and the students served.

United States Department of Education Recognition

MSCHE is recognized as an institutional accreditor by the United States Department of Education (USDE) to conduct accreditation and candidate for accreditation status activities for institutions of higher education, including distance education and correspondence education programs offered at those institutions. USDE recognizes accrediting agencies as authorities on the quality of higher education. Under the Higher Education Act's (HEA's) federal student aid programs, accrediting agencies recognized by the United States Department of Education must meet the Department's regulatory criteria. MSCHE is a title IV gatekeeper, and many institutions access title IV through our accreditation. Part of the work of MSCHE is ensuring institutions remain in compliance with applicable federal requirements, including through their title IV responsibilities.

MSCHE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

Mission, Vision, and Values

Our Mission, Vision, and Values define our overall purpose, reflect our forward-thinking nature, and define values that guide our work.

Mission

The Middle States Commission on Higher Education (MSCHE) promotes educational excellence through innovation across diverse institutions.

Vision

To be a prominent voice and champion in higher education to leverage accreditation for our member institutions and students.

Values

Protecting the Future

We ensure that member institutions meet rigorous and comprehensive standards to protect educational quality.

Guiding for Good

We fuel discovery and progress for our community and society as an independent voice in higher education.

Setting the Standard

We promote quality through honest reflection, institutional growth, and meaningful change.

These values guide our external and internal relationships where integrity, respect, and self-improvement promote personal and collective growth, creativity, collaboration, accountability, and fair and equitable treatment.

Eligibility Requirements

An institution interested in accreditation with the Middle States Commission on Higher Education (MSCHE) is required to demonstrate that it meets minimum eligibility requirements. In determining eligibility, the Commission considers an institution's legal authority to operate or licensure, standing with other accreditors, operational status, mission and related goals, governance and administrative structures, financial resources, and certifications of information. The eligibility requirements are further defined in Commission policy and procedures.

Requirements of Affiliation

To be eligible for, to achieve, and to maintain Middle States Commission on Higher Education accreditation, an institution must demonstrate that it meets our requirements of affiliation. Compliance is expected to be continuous and will be validated periodically, typically at the time of institutional self-study and during any other evaluation of the institution's compliance. Once eligibility is established, an institution then must demonstrate on an ongoing basis that it meets the standards for accreditation.

1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency as required by each of the jurisdictions, regions, or countries in which the institution operates.

   Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.

2. The institution is operational, with students actively enrolled in its degree programs.

3. For institutions pursuing candidate for accreditation status or the grant of accreditation, the institution will graduate at least one class before the team visit for the grant of accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.

4. The institution must communicate with the Commission in English, both orally and in writing, including all accreditation materials to support the multi-level accreditation decision-making process.

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that:
   a. are developed through appropriate collaborative and inclusive participation by all who facilitate or are otherwise responsible for institutional development and improvement;
   b. address external as well as internal contexts and constituencies;
   c. are approved and supported by the governing body;
   d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
   e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
   f. are publicized and widely known by the institution's internal stakeholders;
   g. are periodically evaluated;
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;
3. goals that focus on student learning outcomes and student achievement that
   a. include retention, graduation, transfer, and placement rates;
   b. consider diversity, equity, and inclusion principles;
   c. are supported by administrative, educational, and student support programs and services;
   d. prioritize institutional improvement; and
4. periodic assessment of mission and goals to ensure they are relevant and achievable.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;

2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;

3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably;

4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;

5. fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation, with appropriate attention to diversity;

6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;

7. as appropriate to its mission, has policies, services, or programs in place to:

    a. promote diversity, equity, and inclusion;

    b. promote affordability and accessibility;

    c. enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;

8. compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to:

    a. required information for students and the public;

    b. representation of accreditation status;

    c. full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;

    d. institution's compliance with the Commission's Requirements of Affiliation;

    e. verification of student identity in distance and correspondence education;

    f. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; and

9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/ schedule, level, and setting are consistent with higher education expectations.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential:

    a. are designed to foster a coherent student learning experience and to promote synthesis of learning;

    b. are assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student;

    c. include sufficient course content and program length appropriate to the objectives of the degree or other credential;

2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

    a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;

    b. qualified for the positions they hold and the work they do;

    c. sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs;

    d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;

    e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;

3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;

4. sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations;

5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

    a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;

c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;

6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;

7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and

8. periodic assessment of the effectiveness of student learning experiences for all student populations.

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

    a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;

    b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes;

    c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;

    d. processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement;

    e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations;

2. fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;

3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;

4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;

5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and

6. periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;

2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

    a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes;

    b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals;

    c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders;

3. consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;

4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and

5. periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

2. clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation;

3. planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments;

4. planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement;

5. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/ objectives;

6. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;

7. documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability;

8. a record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter;

9. well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness;

10. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;

Standard VI cont.

11. compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations;

12. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and

13. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Criteria

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff, and students, as well as any related entities;

2. a legally constituted governing body that:

   a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, integrity, planning, and fiscal well-being of the institution;

   b. has sufficient diversity, independence, and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other undue influences to interfere with their governing responsibilities;

   c. ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution;

   d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;

   e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

   f. appoints and regularly evaluates the performance of the Chief Executive Officer;

   g. is informed in all its operations by principles of good practice in board governance;

   h. is not chaired by an institutional or system representative to avoid conflict of interests;

i. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership, or other personal financial interest in the institution;

j. supports the Chief Executive Officer in maintaining the autonomy of the institution;

k. makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies.

3. Chief Executive Officer who:

a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;

b. has appropriate credentials and professional experience consistent with the mission of the organization;

c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;

d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;

4. an administration possessing or demonstrating:

a. an organizational structure that is clearly documented and that clearly defines reporting relationships;

b. an appropriate size and diverse representation with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;

c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;

d. skills, time, assistance, technology, and information systems expertise required to perform their duties;

e. regular engagement with faculty and students in advancing the institution's goals and objectives;

f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and

5. periodic assessment of the effectiveness of governance, leadership, and administration.

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MSCHE

MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
www.msche.org
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STATEMENT OF ACCREDITATION STATUS

The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

Institution:	**NEW JERSEY CITY UNIVERSITY** Jersey City, NJ
Address:	2039 Kennedy Boulevard Jersey City, NJ 07305
Phone:	(201) 200-2000
URL:	**www.njcu.edu**
Accreditation Liaison Officer (ALO):	Dr. Rachel Fester
Commission Staff Liaison:	Dr. Terence Peavy, Vice President

Accreditation Summary

For more information, see the Commission's **Accreditation Actions Policy and Procedures**.

Phase: Accredited

Status: Accreditation Reaffirmed

Accreditation Granted: 1959

Last Reaffirmation: 2021

Next Self-Study Evaluation: 2027-2028

Alternative Delivery Methods

The following represents approved alternative delivery methods included in the scope of the institution's accreditation:

Distance Education

Approved to offer programs by this delivery method

Correspondence Education

Not approved for this delivery method

Credential Levels

Approved Credential Levels

The following represents credential levels included in the scope of the institution's accreditation:

- **Postsecondary award (< 1 year)**
  Included within the scope
- **Bachelor's Degree or Equivalent**
  Included within the scope
- **Post-baccalaureate Certificate**
  Included within the scope
- **Master's Degree or Equivalent**
  Included within the scope
- **Post-Master's Certificate**
  Included within the scope
- **Doctor's Degree- Research/Scholarship**
  Included within the scope

Locations

The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:

Location	Type
New Jersey City University 2039 Kennedy Boulevard Jersey City, NJ 07305	Main Campus
160 Plaza 2 160 Plaza 2 First Floor Jersey City, NJ 07311	Additional Location
Joffrey Ballet School 434 Avenue of the Americas, 3rd - 5th floors New York, NY 10011	Additional Location
NJCU @ Fort Monmouth Squier Hall 283 Sherrill Avenue Ocean Port, NJ 07703	Additional Location

Definitions: For definitions of branch campus, additional locations, or other instructional sites, see the **Commission's Substantive Change Policy and Procedures**.

Accreditation Actions

The following represents the MSCHE accreditation actions taken in the last ten (10) years. For more information, see the **Commission's Accreditation Actions Policy and Procedures** *and* **the Substantive Change Policy and Procedures**.

November 16, 2023

To acknowledge receipt of the supplemental information report requested by the Commission action of December 19, 2022. To note the follow-up team visit was conducted by the Commission's representatives to the main campus at 2039 Kennedy Boulevard, Jersey City, NJ 07305 on October 2-3, 2023. To request a supplemental information report, due March 1, 2024, providing further evidence of (1) financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives (Standard VI); (2) record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter (Standard VI); (3) fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered (Standard VI); and (4) a Chief Executive Officer that has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission (Standard VII) (Fourteenth Edition and Evidence Expectations by Standard Guidelines). To remind the institution that the institution and the related entity of their responsibility for disclosing, documenting, and explaining all significant matters and relationships involving related entities that may impact its compliance including but not limited to governance, independence and autonomy, management and administration, and financial viability and stability (Related Entities Policy and Procedures). The next evaluation visit is scheduled for 2027-2028.

November 6, 2023

Staff acted on behalf of the Commission to request a supplemental information report, due December 13, 2023, providing information on key data indicators (student achievement) as reported on the 2023 Annual Institutional Update in accordance with federal regulation 34 CFR § 602.19

(d). The next evaluation date is scheduled for 2027-2028.

October 31, 2023 To note the verification visit took place on July 18, 2023 to the main campus at 2039 Kennedy Boulevard, Jersey City, NJ 07305.

March 9, 2023 To note the commission liaison guidance visit occurred on January 17, 2023. The next evaluation visit is scheduled for 2027-2028.

December 19, 2022 To rescind the Commission action of November 17, 2022, because of an error in the action. To acknowledge receipt of the supplemental information report. To request a supplemental information report due on March 1, 2023, providing evidence of (1) an update of any investigation(s) related to the Commission action of August 11, 2022 (Standard II), and (2) the adequacy of fiscal and human resources, including physical and technical infrastructure, to support operations (Standard VI). A follow-up team visit may follow the submission of the supplemental information report. To direct a prompt Commission liaison guidance visit to discuss the Commission's expectations. The next evaluation visit is scheduled for 2027-2028.

November 17, 2022 To acknowledge receipt of the supplemental information report. To request a supplemental information report due on April 1, 2023, providing an update on the adequacy of fiscal and human resources, including physical and technical infrastructure, to support operations (Standard VI). To remind the institution of its obligation to inform the Commission immediately about any and all significant developments relevant to this action. The next evaluation visit is scheduled for 2027-2028.

August 11, 2022 Staff acted on behalf of the Commission to request a supplemental information report, due August 25, 2022, that provides additional information on Standard VI: Planning, Resources, and Institutional Improvement. The next evaluation visit is scheduled for 2027-2028.

March 4, 2021 To acknowledge receipt of the self-study report. To note that the institution hosted a virtual site visit in lieu of an on-site visit in accordance with the United States Department of Education (USDE) guidelines published March 17, 2020. To reaffirm accreditation. To request that, beginning in 2021 and in conjunction with each Annual Institutional Update prior to the Mid-Point Peer Review in 2024, the institution provide further evidence of (1) demonstrated and documented use of assessment results to improve

educational effectiveness (Standard V); (2) the development and implementation of organized and systematic assessments that evaluate the extent of student achievement in general education (Standard V); (3) a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by each constituency (Standard VII); and (4) periodic assessment of the effectiveness of governance, leadership and administration (Standard VII). To note that a verification visit is required by USDE guidelines and will be conducted within a reasonable period of time following the virtual site visit. The next evaluation visit is scheduled for 2027-2028.

March 2, 2021

To acknowledge receipt of the substantive change request. To include the relocation of the additional location at Monmouth Blvd at Watson Ave., Wall Township, NJ 07738 to Squier Hall 283 Sherrill Avenue, Ocean Port, NJ 07703 within the institution's scope of accreditation. To require immediate notification when instruction commences at the new location and of the date that instruction ceases at the former location. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action. To note that the evaluation visit has occurred and will be acted upon by the Commission at the March meeting.

October 29, 2020

To acknowledge receipt of the substantive change request. To include the reclassification of the other instructional site at 434 Avenue of the Americas, 3rd-5th floors, New York, NY 10011 to an additional location within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action. To note that the evaluation visit has occurred and will be acted upon by the Commission at the March meeting.

April 16, 2020

To acknowledge receipt of the self-study report. To delay the On-Site Evaluation visit scheduled for Spring 2020 due to extraordinary circumstances related to coronavirus (COVID-19) interruptions and to

continue accreditation. To note the institution remains accredited during a delay granted by the Commission. The Evaluation visit will be scheduled in accordance with Commission policy and procedures.

September 16, 2019 To rescind the substantive change action of October 28, 2018 because the institution chose not to open the additional location at this time.

October 29, 2018 To acknowledge receipt of the substantive change request. To include the relocation of the additional location at the Brookdale C.C. at Wall Township, Monmouth Blvd at Watson Avenue, Wall Township, NJ 07738 to Squier Hall, Fort Monmouth, 200 Signal Road, Oceanport, NJ 07703 within the scope of the institution's accreditation. To direct a site visit within six months of the commencement of operations as an additional location. The Commission requires notification within thirty days of the commencement of operations at the new location and the closure of the old location. Operations at the additional location must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2019-2020.

November 16, 2017 To accept the monitoring report. The next evaluation visit is scheduled for 2019-2020.

June 23, 2016 To note the visit by the Commission's representative and to affirm inclusion of the additional location at 160 Plaza 2, First Floor, Jersey City, NJ 07311 within the scope of the institution's accreditation. To remind the institution of the Commission's action of November 19, 2015, requesting a monitoring report, due October 1, 2017. The date for the next accreditation review will be determined by the Commission when it revises the accreditation cycle.

November 19, 2015 To accept the Periodic Review Report and to reaffirm accreditation. To request a monitoring report, due October 1, 2017, documenting further development and implementation of (1) a documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services and achievement of institutional mission, goals, and plans (Standard 7); (2) the assessment of the effectiveness of the new general education curriculum (Standard 12); (3) a plan for assessing student learning and evidence that such assessment results are utilized for curricular improvement in general education (Standard 12); and (4) evidence that student learning assessment information is shared and discussed with

appropriate constituents and is used to improve teaching and learning (Standard 14). The next evaluation visit is scheduled for 2019-2020.

June 29, 2015 To acknowledge receipt of the substantive change request. To approve the relocation of the additional location from the Harborside Financial Center, Plaza 4A, 286 Washington Street, Jersey City, NJ 07302 to 160 Plaza 2, First Floor, Jersey City, NJ 07311 and to include the new additional location provisionally within the scope of the institution's accreditation pending a site visit within six months of the commencement of operations. The Commission requires written notification within thirty days of the commencement of operations at this additional location and the closure of the other location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To note that the Periodic Review Report, due June 1, 2015, has been received and will be acted on at the November Commission meeting.

November 13, 2012 To acknowledge receipt of documentation of state approval, and to include the Doctor of Education in Educational Technology Leadership degree program offered in a predominantly online format within the scope of the institution's accreditation.

August 27, 2012 To acknowledge receipt of the substantive change request and to include the Doctor of Education in Educational Technology Leadership degree program offered in a predominantly online format within the scope of the institution's accreditation, effective upon receipt of documentation of state approval. The Periodic Review Report is due June 1, 2015.

June 28, 2012 To accept the progress report. The Periodic Review Report is due June 1, 2015.

April 23, 2012 To acknowledge receipt of documentation of state approval, and to include the Doctor of Science (D.Sc.) Program in Civil Security Leadership, Management and Policy (CSLMP) within the scope of the institution's accreditation.

January 3, 2012 To acknowledge receipt of the substantive change request and to include the Doctor of Science (D.Sc.) Program in Civil Security Leadership, Management and Policy (CSLMP) within the scope of the institution's

accreditation, effective upon receipt of documentation of state approval. The Periodic Review Report is due June 1, 2015.

Information about the Middle States Commission on Higher Education

The Middle States Commission on Higher Education (MSCHE) is a global institutional accreditor recognized by the United States Secretary of Education since 1952. As an accreditor and member of the regulatory triad, MSCHE assures students and the public of the educational quality for its over 500 institutions of higher education.

MSCHE accreditation applies to an institution as a whole rather than the specific programs within an institution. MSCHE does not approve or accredit individual programs. Each institution is regularly and consistently evaluated and monitored in accordance with the Commission's policies and procedures.

An institution maintains its accreditation unless it is voluntarily surrendered, whether through institutional closure or otherwise, or it is denied or withdrawn by the Commission.

Follow-Up Review
Team Report

Effective Date: February 1, 2021

NEW JERSEY CITY UNIVERSITY
Team Visit: October 1-3, 2023

Section A: Institutional Representatives

Provide a list of the following institutional representatives at the time of the visit:

Chief Executive Officer (CEO)/President
Mr. Andrés Acebo, President

Chief Academic Officer
Dr. Donna Breault, Acting Provost and Senior Vice President

Chief Financial Officer
Mr. Brian Kirkpatrick, Vice-President of Administration and Finance

Chair of the Board of Trustees
Mr. Luke Visconti

Section B: Institutional Context and Nature of the Visit

Provide a brief introduction to the institution, including a summary of the nature and conduct of the visit. Include the Commission action that directed this visit.

The University is committed to the improvement of the educational, intellectual, cultural, socioeconomic, and physical environment of the surrounding urban region and beyond. Established in 1927 as a training school for teachers, today NJCU is among the most comprehensive universities in the state. Located in Jersey City, NJ, one of the most diverse cities in the nation, and just minutes from New York City, NJCU's College of Arts and Sciences, Education, Professional Studies, and School of Business offer 50 undergraduate degree programs and 30 graduate programs, including emerging and interdisciplinary fields.

The Commission requested NJCU to provide information relating to the "state's request for an investigation into the [University's] finances' ' which was prompted by an article titled "Gov. Murphy calls for investigation into NJCU finances' ' dated August 5, 2022. The Commission makes use of several types of follow-up reports depending on the nature and severity of its

concern. This request was in the form of a follow up report called Supplemental Information Report (SIR) that was due August 25, 2022 to provide additional information on Standard VI: Planning, Resources, and Institutional Improvement. A second SIR was requested due March 1, 2023 to provide evidence of (1) an update of any investigation(s) related to the Commission action of August 11, 2022 (Standard II), and (2) the adequacy of fiscal and human resources, including physical and technical infrastructure, to support operations (Standard VI). Additionally, NJCU was asked to "inform the Commission about any and all significant developments related to any internal or external investigations surrounding these concerns." The request of a SIR does not denote non-compliance.

Section C: Requirements of Affiliation

For each requirement of affiliation under review, provide the following.

In the team's judgment, the institution *[appears to meet / does not appear to meet]* all of the requirements of affiliation.

This judgment is based on a review of the follow-up report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

Provide a brief summary or bulleted points that reflect, collectively, on the institution's compliance with requirements of affiliation. The summary should reference evidence verified during the review process.

If the team cannot affirm compliance with all of the requirements of affiliation, identify each specific requirement of affiliation and provide a brief narrative describing the non-compliance.

Section D: Standards for Accreditation

STANDARD II – Ethics and Integrity

In the team's judgment, the institution *appears to meet* this standard.

This judgment is based on a review of the follow-up report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

Summary of Findings

- The institution provided several items of evidence to demonstrate honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions

materials and practices, as well as in internal communications in compliance with Standard II.6, including its August 25, 2022 Supplemental Information Report; its March 1, 2023 Supplemental Information Report; its August 28, 2023 Supplemental Information Report; the report of the New Jersey State Comptroller; and, the statement issued by its Board of Trustees in response to that report.

- In response to the Commission's requested update, the March 2023 SIR reiterates that the investigation by the State Comptroller was initiated on the basis of inaccurate information reported by the media. In the August 25, 2022 SIR, this inaccuracy was attributed to confusion on the part of the media regarding the accounting distinction between surplus and net position. The institution's net position decreased substantially from 2014 to 2021 largely due to the implementation of a new pension-related accounting standard in 2015. The SIR goes on to explain that multiple expansion projects coincided with enrollment declines beginning in 2016 to create a structural budget deficit that worsened with the pandemic. Persistent underinvestment in the University by the State of New Jersey is also cited. When a requested State appropriation did not materialize, a financial emergency was declared and subsequent rightsizing actions were undertaken.

- The NJ Office of the State Comptroller issued its report on its investigation. Subsequently, the institution responded to the report on behalf of its Board of Trustees. The institution expressed agreement with the finding that "no funds were misappropriated" and that longstanding budget issues and low enrollment were significant contributors to the financial crisis. The response also notes that "the prior senior administrators whose conduct is discussed in the Report are no longer employed at the University" and the new leadership had worked to decrease the deficit by almost 50%.

- The Comptroller's investigation raised broader concerns regarding assessment and accountability that demanded attention and became more urgent when a State Monitor for the institution was appointed by the Secretary of Higher Education in August 2023. The position of State Monitor was established by new legislation to provide oversight of fiscal and governance operations for public institutions experiencing financial crisis. To that end, the team requested additional information and interviewed key personnel to further verify sustainability of compliance with:

  Standard II.6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;

  Standard II.9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Specifically, the team reviewed the Comptroller's findings and recommendations to ensure that institutional policies, processes, and practices protecting ethics and integrity are sufficient.

- The team felt that the Board Chair was forthcoming in acknowledging that filling Board vacancies and establishing Board committees is critical to restoring the Board's capacity to fulfill its fiduciary responsibilities. Although the Chair was uncertain of the status of the Governor's approval of proposed members, the State Monitor informed the team that it was his understanding that at least two new members have been approved. The State Monitor also stated that he would be involved in onboarding the new members and is working with the Board to include an annual retreat in the schedule for purposes of training and assessment. The team felt overall that NJCU leadership understands the critical role of its Board of Trustees in ensuring transparency and accountability in internal communication.

Collegial Advice *(Non-binding suggestions for improvement. Where appropriate, team members might consider including a limited number of non-binding suggestions for improvements as they relate to this standard. If no collegial advice is offered, delete this bullet/paragraph.)*

- The team encourages the leadership of the institution to take the recommendations of the State Comptroller's report under consideration and take steps to strengthen its Board of Trustees. In addition to onboarding and training, the team suggests that Board members actively participate in assessment of its policies, processes, and practices.

Team Recommendation(s) *(Institutional action(s) needed for the institution to continue to meet this standard. Select from list of standardized recommendations. If no recommendations are made by the team, write "None".)*

- None.

Recognition of Progress *(Recognize noteworthy progress as it relates to the standard under review.)*

- The institution has made noteworthy progress in reflecting on its identity and mission, reaffirming its commitments, and fostering a spirit of renewal to rebuild trust. The team is confident that the institution is putting the concerns of the past several months behind them but not disregarding the lessons learned.

STANDARD VI – Planning, Resources, and Institutional Improvement

In the team's judgment, the institution *appears to meet* this standard.

This judgment is based on a review of the follow-up report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

Summary of Findings

- NJCU has developed and distributed a *Recovery and Revitalization Plan: A framework for long-term financial sustainability, mission focus, and student success.* The plan recognizes the importance of concentrating on the institution's mission to serve the needs of the immediate region, including underserved and first-generation college students from Hudson County. Meetings with the Board members, President, Administration, and representatives from the Governance bodies reinforced this commitment which is a change from the previous administration that appeared to focus on other student groups including international recruitment.

- NJCU has made significant progress in reducing its projected operating loss from approximately $23 million to $5.2 million prior to any unbudgeted state funding in seven (7) months. In discussions with NJCU leadership, they indicated that they were working to return to a positive operating margin within two years.

- The publicity that resulted from NJCU's financial crisis has impacted enrollment at NJCU. Although NJCU has not met its enrollment targets, it believes it will see a rebound in enrollments with the concerted efforts underway to increase enrollment and improve retention, especially for students in their final two years of study.

- NJCU's interim President and current administration has the support of much of the campus community. This is evidenced through correspondence from governance units including the University Senate and the local AFT union as well as our meetings with the leadership from governance entities. The Board Chair and Board Member who met with the visiting team also expressed support and confidence in the current leadership.

- While significant progress has been made in addressing the financial challenges at NJCU, the NJCU administration recognizes the need to complete an Academic Master Plan as well as a Strategic Enrollment Management Plan. NJCU leadership indicated that these plans would be completed by the end of the 2023 calendar year.

- The role and responsibilities of the state-appointed monitor must remain within MSCHE's expectations regarding responsibilities assumed by NJCU Board and Administration under Standard VII. We were encouraged that the state monitor viewed his role as a collaborator to ensure transparency, appropriate disclosure of operations and responsible stewardship of NJCU's resources. He appears committed to the Board governing and the administration managing NJCU's operations.

Collegial Advice *(Non-binding suggestions for improvement. Where appropriate, team members might consider including a limited number of non-binding suggestions for improvements as they relate to this standard. If no collegial advice is offered, delete this bullet/paragraph.)*

- We strongly recommend that in interactions with the campus and local community, the state monitor keeps the administration and board appropriately informed and includes appropriate administrators when meeting with campus constituents.

Team Recommendation

- *NJCU should demonstrate a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and unit's strategic plans/objectives.* Continued efforts should include 1) adoption and implementation of an Academic Master Plan; 2) adoption and implementation of a Strategic Enrollment Plan; and, 3) continued steps to bring the budget in balance within a reasonable time period.

Requirement(s)

None

Recognition of Progress *(Recognize noteworthy progress as it relates to the standard under review.)*

- NJCU has made significant progress in moving from financial crisis to recovery. Significant improvements in the operating budget have been implemented in a short period of time.

Section E: Applicable Federal Regulatory Requirements

For each federal regulatory requirement under review, provide the following information:

(*If none, indicate no federal regulatory requirements were reviewed during this follow-up review*)

In the team's judgment, the institution *[appears to meet / does not appear to meet]* all applicable federal regulatory requirements.

This judgment is based on a review of the Institutional Federal Compliance Report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

Provide a brief summary or bulleted points that reflect, collectively, on the institution's compliance with applicable federal regulatory requirements. The summary should reference evidence verified during the review process.

If the team cannot affirm compliance with all of the applicable federal regulatory requirements, identify each specific area and provide a brief narrative describing the evidence needed to demonstrate compliance.

Section F: Review of Third-Party Comments

Section F should not include a summary of third-party comments and should not be read during the Oral Exit Report.

If third-party comments were received in accordance with Commission policy and procedures, describe the process the team used to review them.

If the third-party comments result in a team recommendation or requirement, the team will include those requirements in the proposal for action in the Team Chair's Confidential Brief.

Section G: List of Additional Evidence

Section G does not need to be read during the Oral Exit Report.

List all additional information requested by peer evaluators before or during the visit that was used to verify compliance with Commission standards, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements.

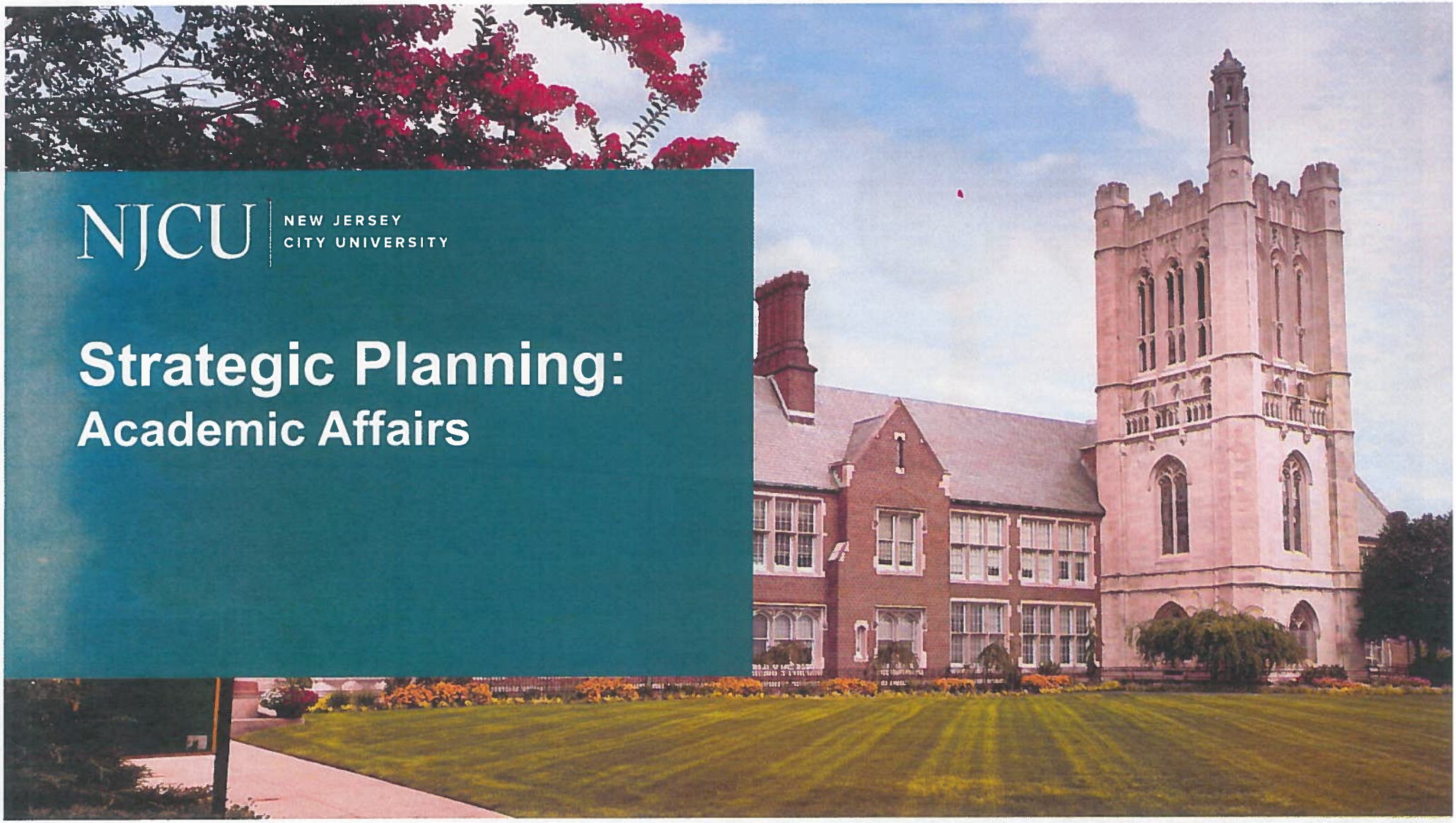
Section H: Follow-Up Report and Process Comments

Section H to be read during the Oral Exit Report if completed.

The team appreciated the transparency and support of the campus community and administrative leadership throughout this process. The commitment to NJCU's mission and its students was very evident. The proposed and ongoing actions, while they may be difficult, are in keeping with NJCU's mission and its promise to its students and the citizens of New Jersey.

This concludes our report. Thank you. (to be removed when I submit the report)

ACADEMIC MASTER PLAN

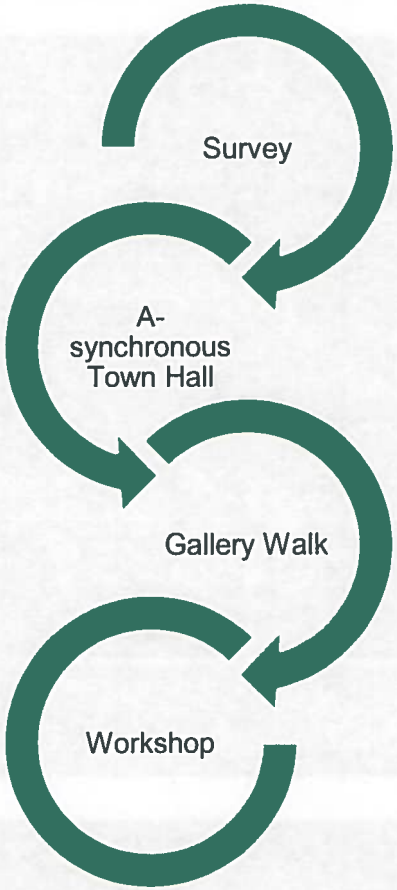


NJCU | NEW JERSEY CITY UNIVERSITY

Strategic Planning:
Academic Affairs

NJCU

Strategic Process



NJCU