



SELF-STUDY
2022

Self-Study Design

Submitted to the
Middle States Commission on Higher Education

by
New Jersey Institute of Technology

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I. INSTITUTIONAL OVERVIEW

New Jersey Institute of Technology (NJIT) was founded in 1881 as the Newark Technical School, becoming the Newark College of Engineering in 1930. Today, NJIT has seven schools and Colleges: Newark College of Engineering (1930), the College of Architecture and Design (1973), the College of Science and Liberal Arts (1982), the Martin Tuchman School of Management (1988), the Albert Dorman Honors College (1993), the Ying Wu College of Computing (2001), and the School of Applied Engineering and Technology (2018).

NJIT has evolved from a commuter school teaching applied engineering skills to a nationally ranked (US News Top 100), very high research activity (Carnegie R1), public university. This evolution has been achieved through an aggressive faculty recruitment plan matched by an extensive building effort that doubled the size of campus facilities over the past decade and added major research facilities for environmental engineering and science, advanced manufacturing, microelectronics, and life sciences. Enrollment increased from 6,300 students in 1979 (the first year for which there is publicly available federal data) to over 11,500 students enrolled in baccalaureate, master's, and doctoral programs as well as post-baccalaureate certificate programs (Fall 2019). Programs are offered at the main campus, at extension sites, colleges and other locations throughout New Jersey, and increasingly through a variety of electronically-mediated learning formats. Total academic research expenditures in fiscal year 2019 amounted to almost \$165 million.

At the same time, NJIT remains true to its urban mission and its commitment to helping motivated and talented students overcome personal challenges. Enrollment of Pell grant recipients is consistently greater than 30% at NJIT, and many NJIT students are the first in their families to attend college. NJIT has been recognized for its commitment to these students. For example, in early 2018, Forbes ranked NJIT #1 among their Best Value Colleges for student economic upward mobility. That is, of Forbes' Best Value Colleges, NJIT had the highest percentage of students from the bottom fifth of the income distribution moving into the top fifth after graduation. The study is based on an analysis by the Equality of Opportunity Project, comparing the financial status of a student's family before they enter college and the graduate's earnings after college.

NJIT's commitment to education, research, service, and economic development is reflected in our Vision and Mission, revised during the recent activities that resulted in our new strategic plan: *Building on a Strong Foundation—NJIT 2025*. The revised Vision for NJIT is:

To be a preeminent public polytechnic research university with local and global impact.

To achieve this Vision, the university Board of Trustees will formally approve the revised Mission shown below at their April meeting.

NJIT, the state's public polytechnic research university, is committed to excellence and global impact through:

- *Education—preparing diverse students for positions of leadership as professionals and as citizens through innovative curricula, committed faculty, and expansive learning opportunities*

- *Research—advancing knowledge to address issues of local, national, and global importance with an emphasis on high impact basic, applied, and transdisciplinary scholarship*
- *Economic development—anticipating the needs of business, government, and civic organizations to foster growth, innovation, and entrepreneurship*
- *Engagement—applying our expertise to build partnerships, serve our community, and benefit society as a whole*

These four elements guide NJIT in contributing solutions for the grand challenges of the future and improving the quality of life today.

II. INSTITUTIONAL PRIORITIES ADDRESSED IN THE SELF-STUDY

As NJIT's previous five-year strategic plan (*2020 Vision*) neared its conclusion, the university undertook an intensive, 18-month strategic planning process that began in May of 2018 at the annual retreat of the Board of Trustees and will conclude in April of 2020 when the Board of Trustees approves the university's next strategic plan, *Building on a Strong Foundation—NJIT 2025*.

The strategic planning process involved the entire NJIT community: a survey distributed to students, faculty, and staff generated more than 1,000 responses; one-on-one interviews captured perceptions of 20 students and faculty, and focus groups solicited further qualitative data from 40 faculty and students. Based on this collective input, we identified the five strategic priorities listed below:

- Students
- Faculty
- Research
- Resources
- Prominence

The university community was subsequently invited to continue engaging in the strategic planning process, this time by serving on committees refining the above priorities into objectives and strategies. Each priority committee included representatives from administration, faculty, staff, students, and alumni. At the same time, other members of the community assembled to review and revise the university's Vision, Mission, and Core Values. Together, these efforts produced *NJIT 2025*, a comprehensive plan that will ensure the resources necessary to achieve the ambitious goals set by our university community.

The five priorities of *NJIT 2025* align with the revised Vision and Mission, focusing on the education of our students by committed faculty, the support of research and other scholarly activities, and the commitment of resources to improving not only our campus but the local, national, and global communities in which we exist.

For the purposes of the Self-Study, the first four priorities (Students, Faculty, Research, and Resources) will drive the organization of the NJIT self-assessment. Because the Student priority is broad and is closely

related to multiple Standards and Requirements, we have chosen to break this priority into two chapters in our Self-Study: one discussing Student Learning and another dealing with the Student Experience. Further, because Research does not directly relate to any Standards or Requirements, it will be discussed with the Faculty priority. Finally, the decision to exclude Prominence from the Self-Study is based on two factors: 1) prominence is based on the perceptions of others and therefore not under our control, and 2) achieving prominence is largely the result of our success in the other four priorities.

NJIT 2025 is an ambitious plan that builds on the successes achieved through our previous strategic plan, *2020 Vision*. The strategic priorities of *NJIT 2025* are broad (Students, Faculty, Research, Resources, and Prominence) and are closely aligned with the four elements of the university Mission (Education, Research, Economic Development, and Engagement).

- The Students, Faculty, and Research strategic priorities are closely tied to the university's Mission in the areas of Education, Research, and Engagement.
- The Research strategic priority directly aligns with the university's Mission in Research and Economic Development.
- The Resources strategic priority focuses strategic efforts on the human, digital, physical, and fiscal resources necessary to support the Mission.
- The Prominence strategic priority (which is not included in the Self-Study) sets an expectation that successful accomplishment of the university's Mission and the *NJIT 2025* strategic priorities will result in an enhanced reputation and increased visibility for NJIT.

Table 1 - Mapping of Institutional Mission to Strategic Priorities

MAPPING OF INSTITUTIONAL MISSION TO STRATEGIC PRIORITIES				
Priorities	Elements of the NJIT Mission			
	Education	Research	Economic Development	Engagement
Students	Enhanced curriculum; experiential learning	Undergraduate and graduate research experiences	URI Student Seed Grant competition; student diversity	Community service; experiential learning
Faculty	Improved teaching	Improved research	Commercialization of discoveries	Experiential learning; faculty diversity
Research	Experiential learning	Collaborative research	Innovation and entrepreneurship	Partnerships
Resources	Digital technologies; facilities	Intellectual properties and services	Sustainability	Campus quality of life

Because the university has chosen to prepare a priority-based Self-Study, the mapping of the MSCHE Standards to the priorities and chapters of the Self-Study is shown in Table 5 (Section VII) as part of the organization of the final Self-Study report.

III. INTENDED OUTCOMES OF THE SELF-STUDY

As a result of the Self-Study process, NJIT intends to achieve the following outcomes:

- Engage all campus constituents in an inclusive and transparent self-appraisal process.
- Reflect on the implementation of the university's strategic plan and focus efforts toward continuous improvement in the attainment of the institution's mission.
- Demonstrate how NJIT meets the MSCHE Standards for Accreditation and Requirements of Affiliation.
- Highlight and improve the relationship between institutional planning and assessment.
- Identify areas for university improvement, particularly in the area of operational efficiency.

IV. SELF-STUDY APPROACH

☐ Standards-Based Approach

☒ Priorities-Based Approach

NJIT has developed a robust strategic planning process over the past decade. Our third formal strategic plan, *2020 Vision*, developed through an inclusive process involving our entire community for the first time, is now drawing to a close. To write and design its successor strategic plan, we undertook an intensive, 18-month strategic planning process, with extensive input from all constituents of the university community: students, faculty, staff, administrators, alumni, and Board members. The new plan, *Building on a Strong Foundation—NJIT 2025*, has priorities and objectives identified through this collaborative process that will drive institutional efforts for the next five years (beginning on July 1, 2020). Because the priorities are broad, inclusive, and focused on the key strengths of the university (Students, Faculty, Research, and Resources), a Self-Study driven by these priorities will align with the university's strategic planning activities and allow a more relevant and in-depth self-assessment.

To ensure that this priority-driven Self-Study addresses all of the MSCHE Standards for Accreditation and Requirements of Affiliation, we developed an outline mapping our strategic priorities to the MSCHE Standard and Requirements. A copy of this mapping is provided in Table 5 (Section VII) of this document.

Although a priority-based approach will result in some Standards and Requirements being distributed across the Self-Study, we feel this approach is more suitable to tell the narrative of NJIT, our accomplishments during the last ten years, and our vision for ourselves in the future.

V. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

V.1 Steering Committee

The Charge to the Steering Committee (provided following the membership list) provides detailed strategies for the Steering Committee to encourage interaction between Working Groups. Based on the university's decision to implement a priority-based Self-Study, it is essential to coordinate the efforts of the Working Groups to ensure that all Standard and Requirements are adequately and consistently addressed while avoiding duplication of effort. The Steering Committee will therefore provide oversight and support for all Working Groups as outlined in the Charge.

The list of Steering Committee members and their positions of responsibility at the university is provided below.

Table 2 - MSCHE Steering Committee Membership

MSCHE Steering Committee Membership	
MSCHE Steering Committee Leadership	
Perry Deess	Accreditation Liaison Officer Director for Institutional Planning and Accreditation Steering Committee Co-Chair
Janice Daniel	Associate Dean for Research and Graduate Studies, Newark College of Engineering Steering Committee Co-Chair
Fadi P. Deek	Provost and Senior Executive Vice President
Co-Chairs, Working Group 1: Planning	
Kevin Belfield	Dean, College of Science and Liberal Arts
Yvette Wohn	Assistant Professor, Informatics
Co-Chairs, Working Group 2: Student Learning	
Laurent Simon	Vice Provost, Undergraduate Studies
David Horntrop	Associate Professor, Mathematical Sciences
Co-Chairs, Working Group 3: Student Experience	
Marybeth Boger	Dean of Students and Campus Life
John Wolf	Assistant Dean, College of Science and Liberal Arts
Co-Chairs, Working Group 4: Faculty and Research	
Moshe Kam	Dean, Newark College of Engineering
Georgeen Theodore	Professor, Hillier College of Architecture and Design
Co-Chairs, Working Group 5: Resources	
Andrew Christ	Senior Vice President for Real Estate Development and Capital Operations
Ed Bishof	Senior Vice President for Finance and Chief Financial Officer

Hindy Schachter	Professor, Martin Tuchman School of Management
Co-Chairs, Working Group 6: Ethics	
Christine Li	Associate General Counsel and Ethics Liaison Officer
Lisa Axe	Professor, Chemical and Materials Engineering
Co-Chairs, Working Group 7: Leadership	
Holly Stern	General Counsel and Vice President, Legal Affairs
Philip Andrew Klobucar	Associate Professor, Humanities
Co-Chairs, Working Group 8: Compliance and Evidence Inventory	
Ann Hoang	University Librarian
Regina Collins	Associate Director, Compliance and Accreditation
Steering Committee Members At-Large	
Amanda Azer	President, Student Senate
Ludvik Alkhoury	President, Graduate Student Association
Joseph Roman	Alumni Association Representative

Charge to the Steering Committee

The NJIT Middle States Steering Committee will provide leadership for the development of the Self-Study as part of the process of reaffirming our accreditation by the Middle States Commission on Higher Education (MSCHE). Steering Committee members will be active participants during the entire two-year process, beginning with the formation of the Steering Committee and development of the Self-Study Design document, through the Self-Study period, culminating in the MSCHE Team Visit, and ending with the decision of the Middle States Commission.

The Steering Committee will include a three-member Leadership Team (Provost and Senior Executive Vice President Fadi Deek, Director of Planning and Accreditation Perry Deess, and Associate Dean of the Newark College of Engineering Janice Daniel) that will guide the Steering Committee and Working Groups. The remaining members of the Steering Committee will be the co-chairs of each Working Group, along with representatives from the undergraduate Student Senate, the Graduate Student Association, and the Alumni Association.

The Steering Committee will:

- Contribute to the Self-Study Design document and Self-Study timeline
- Develop and implement a communication plan that engages the entire campus community through updates and invitations to participate in reviews and other Self-Study activities
- Establish processes, guidelines, and templates to ensure that each of the Working Groups fully addresses the institutional priorities, Standards for Accreditation, and Requirements of Affiliation assigned to them
- Monitor data and resources submitted by the Working Groups for the Evidence Inventory to support the university's achievement of the Standards for Accreditation and Requirements of Affiliation

- Guide and coordinate efforts of the Working Groups to ensure they meet their deadlines, minimize duplication of efforts and provide strong support for the university's reaffirmation of accreditation
- Review draft chapters and provide feedback to the Working Groups in a timely fashion
- Assemble the final chapters of the Working Groups into a cohesive and complete Self-Study
- Ensure that the Working Groups apply consistent definitions for terms, Standards, and Requirements that arise in multiple sections of the Self-Study
- Verify that the university's Verification of Compliance provides evidence that the university meets accreditation-relevant federal regulations
- Ensure that the Self-Study Design, Self-Study Report, Evidence Inventory, and Verification of Compliance are completed and submitted on time
- Meet with the MSCHE Visiting Team

V.2 Working Groups

Each Working Group will be responsible for assembling evidence, analyzing compliance with Middle States Standards, and reflecting on a particular strategic priority identified in *NJIT 2025*. The Working Groups will then document (with associated evidence) how NJIT's strategic priorities drive activities at the university and also meet the MSCHE Standards for Accreditation and Requirements of Affiliation. To provide guidance to the Working Groups, the Steering Committee prepared a general charge directing their efforts and describing deliverables expected for all Working Groups. This General Charge is provided below.

Additionally, the Steering Committee prepared detailed guidelines for each Working Group. These detailed guidelines list key topics to be addressed, critical resources to be used, and research questions to drive the narrative surrounding that group's priority and its related Standards and Requirements. The complete detailed guidelines for each Working Group are provided in Appendices A through H of this document.

Every Working Group includes one co-chair with faculty rank and one administrative co-chair. Additional Working Group members include a minimum of two faculty members currently providing instruction as well as staff members. Students and alumni have been invited to participate in every Working Group, although not all openings have currently been filled.

General Charge to Middle States Working Groups

Each NJIT Middle States Working Group will be responsible for drafting a chapter of the university's Self-Study report. This chapter must clearly show (and provide supporting evidence for) how the university meets the Standards for Accreditation and Requirements of Affiliation in relation to the strategic priority or topic assigned to that Working Group. Each Working Group must also interact with other Working Groups and with the Steering Committee to ensure that Standards and Requirements are consistently addressed and to avoid duplication of efforts.

Each Working Group will include co-chairs who represent that Working Group on the Steering Committee. The co-chairs will be responsible for reporting on the progress of the Working Group at Steering Committee meetings and notifying the Steering Committee of any issues. The co-chairs will also convey questions and guidance from the Steering Committee to the Working Group. The remaining members of the Working Group will be selected based on their ability to assist in the assessment of the Standards and Requirements related to that group's strategic priority or topic and will represent appropriate university stakeholders.

Each Working Group will:

- Review the criteria for their strategic priority or topic and the relevant Standards for Accreditation and Requirements of Affiliation identified in the Self-Study Design document and proposed Self-Study outline
- Review the Self-Study Design document
- Review and comment on the chapter outline and specific lines of inquiry provided by the Steering Committee
- Review all other MSCHE Standards and Requirements to identify any that may additionally apply to their assigned strategic priority or topic
- Clearly define the key terms within the Working Group's Standards and Requirements, particularly as they relate to measurement of procedures, processes, and outcomes
- Identify University stakeholders who can provide input into the priorities, Standards and Requirements and coordinate with the Steering Committee to schedule necessary meetings
- Identify and collect evidence to illustrate how the university is meeting the Standards and Requirements related to their assigned priority/topic, highlight gaps in evidence, and request additional evidence from relevant community members
- Share evidence that may also be applicable to other Working Groups and assist other Working Groups where priorities, Standards and/or Requirements may overlap
- Communicate progress, concerns, and challenges to the Steering Committee on a monthly basis, or more frequently, as needed
- Use the evidence identified to prepare, **by June 1, 2020**, a 10 to 12 page *Initial Chapter Outline with Evidence Report and Gap Analysis* that provides a preliminary outline for the assigned chapter (including Standards for Accreditation and Requirements of Affiliation to be addressed) along with a list or description of evidence for all strategic priorities, Standards, and Requirements. Most importantly, this report should identify any gaps where evidence is not found or where it is not clear what evidence would be appropriate. Steering Committee will return feedback by **September 1, 2020**.
- Identify university priority-related opportunities for improvement and suggest recommendations

- Submit a draft chapter, following the outline agreed upon with the Steering Committee, by **December 15, 2020**. Steering Committee will return feedback by **January 20, 2021**. The draft chapter should clearly address the following:
 - a) In what ways does the university meet or exceed expectations of Standards and Requirements related to the Working Group's assigned priority/topic?
 - b) What specific evidence demonstrates compliance with the Working Group's assigned Standards and Requirements and where is this evidence documented?
 - c) Are there gaps in policies, procedures, or structures that may suggest the university is not in compliance with a particular Standard or Requirement?
 - d) In what ways can the university strengthen efforts related to the Standards and Requirements, particularly for student-oriented key performance indicators?
 - e) Have the activities of the Working Group identified any opportunities to improve student learning, institutional effectiveness, progress towards the university's mission, goals, and strategic plan, or achieving the requirements of the MSCHE?
- Revise chapter based on feedback from the Steering Committee and any new data or evidence collected
- Submit a final chapter (~30 pages in length) to the Steering Committee by **March 31, 2021** consisting of a narrative that discusses their assigned strategic priority/topic and demonstrates compliance with the MSCHE Standards for Accreditation and Requirements of Affiliation relating to that topic, with references to appropriate evidence

Guidelines to Working Groups

The detailed guidelines distributed to every Working Group (available in Appendices A through H of this document) included the following list of deadlines and important due dates.

- Initial Chapter Outline with Evidence Report and Gap Analysis due **June 1, 2020**.
- First draft of Chapter submitted to Steering Committee by **December 15, 2020**.
- Comments returned from Steering Committee by January 20, 2021.
- Final draft of Chapter submitted to Steering Committee by **March 31, 2021**.

Working Group members were also asked to:

- Review and become familiar with all MSCHE [Standards for Accreditation](#) and [Requirements of Affiliation](#) to identify any other areas to which they could contribute information
- Work with Working Group 8 to build an inventory of evidence supporting their assertions

The table below lists the members of each Working Group. The full detailed guidelines distributed to each Working Group (including key topics and research questions) are provided as appendices to this document.

V.3 Working Group Membership

Table 3 - Working Group Overview and Membership

Memberships and General Activities of Working Groups		
Name	Title	Responsibility
Working Group 1: Planning		
Describe NJIT's mature strategic planning process, how the university mission and goals drive the development of our strategic plan (MSCHE Standard I), and how institutional assessment is tracked through Implementation Committees and strategic KPIs. Analyze the assessment of the Mission and Goals and make recommendations regarding opportunities for continuous improvement. Coordinate with Working Group 5 (Resources) to discuss how planning informs resource allocation and budgeting.		
Kevin Belfield	Dean, CSLA	Co-Chair
Yvette Wohn	Assistant Professor, Informatics	Co-Chair
Ken Alexo	VP, Development and Alumni Relations	Member
Perry Deess	Director, Planning and Accreditation	Member
Eileen Michie	Senior Information Systems Analyst	Member
Matthew Adams	Assistant Professor, Civil & Environmental Engineering	Member
Shawn Chester	Associate Professor, Mechanical & Industrial Engineering	Member
Todd Miller	Assistant VP, Campus Planning, Design and Construction	Member
Working Group 2: Student Learning		
Report on NJIT's strategic priorities related to student learning and how they align with MSCHE Standard III. Include analyses of curriculum and learning experiences, GER, teaching modalities, and how these relate to the university mission and goals. Collaborate with Working Groups 3 and 4 to make recommendations regarding opportunities for continuous improvement towards the design and delivery of educational experiences.		
Laurent Simon	Vice Provost, Undergraduate Studies	Co-Chair
David Horntrop	Associate Professor, Mathematical Sciences	Co-Chair
Sotirios Ziavras	Vice Provost, Graduate Studies Dean, Graduate Faculty	Member

Louis Hamilton	Dean, Albert Dorman Honors College	Member
Edwin Hou	Associate Dean for Academic Affairs	Member
John Cays	Associate Dean for Academics	Member
Jonathan Luke	Chair, Department of Mathematical Sciences	Member
Amanda Azer	Student Senate President	Member
Margo Gilchrist	Associate Director, Placement Testing and Accessibility Resources and Services	Member
Mary Kierst	Associate Director, Assessment & Evaluation	Member
Maria Oquendo	Assistant Director, Educational Opportunity Program	Member
Catherine Siemann	Director, The Writing Center	Consultant
Sandra Taylor	Director, The Learning Center	Consultant
Working Group 3: Student Experience		
Document NJIT's strategic goals relating to the student experience and how existing and proposed activities align with MSCHE Standard IV. Analyze the university's interactions with students from recruitment and admissions to graduation including support provided throughout their time at the university. Collaborate with Working Groups 2 and 4 to report on assessment activities conducted by functional areas supporting the student experience and identify opportunities to strengthen such services.		
Marybeth Boger	Dean of Students and Campus Life	Co-Chair
John Wolf	Assistant Dean, CSLA	Co-Chair
Jerry Trombella	Registrar	Member
Jeffrey Brunetto	Bursar	Member
Greg Mass	Executive Director, Career Development Services	Member
Kristen DeGraff	New Student Orientation	Member
Kristie Dammell	Executive Director, Student Life	Member
Crystal Smith	Director, Educational Opportunity Program	Member
Sandra Taylor	Athletics Advising	Member
Roweena Carlos	Academic Information Systems	Member
Grace Gangitano	Advising & Student Success	Member
Bryan Pfister	Associate Professor, Biomedical Engineering	Member
Susmitha Duvapu	Undergraduate Student	Member

Kevan Alkhoury	Graduate Student	Member
Alina Emelianova	Graduate Student	Member
Daniel Bunker	Associate Professor, Biological Sciences	Member
Ivon Nunez	Director, Financial Aid	Consultant
Mike Smullen	Executive Director, Alumni Relations	Consultant
Steve Eck	Executive Director, University Admissions	Consultant
Chantonette Lyles	Associate Director, Accessibility Resources & Services	Consultant
Joseph Marswillo	Chief, Department of Public Safety	Consultant
Working Group 4: Faculty and Research		
Discuss NJIT's strategic goals for faculty and research. In the context of faculty, examine how educational effectiveness is assessed across the institution and explain the alignment of these process with MSCHE Standard V. Work closely with Working Groups 2 and 3 to identify opportunities by which the assessment of educational effectiveness could be enhanced.		
Moshe Kam	Dean, NCE	Co-Chair
Georgeen Theodore	Professor, Hillier College of Arch & Design	Co-Chair
Charles Derderian	Human Resources	Member
Charles Brooks	Executive Director, Office of Institutional Effectiveness	Member
Eric Hetherington	Executive Director, Sponsored Research Programs Administration	Member
Janice Daniel	Professor, Civil & Environmental Engineering Co-Chair, MSCHE Steering Committee	Member
Burcak Ozludil	Associate Dean, Albert Dorman Honors College	Member
Nancy Steffen-Fluhr	Associate Professor, Humanities Director, Murray Center for Women in Technology	Member
Cristian Borcea	Professor, Computer Science	Member
Eliza Michalopoulou	Professor, Mathematical Sciences	Member
Cesar Bandera	Associate Professor, Management	Member
Mary Kierst	Associate Director, Assessment & Evaluation	Consultant
Working Group 5: Resources		
Discuss NJIT's strategic priorities relating to human, digital, physical, and fiscal resources and how they relate to MSCHE Standard VI. Working closely with Working Group 1, discuss how the strategic priorities and assessment of progress towards key performance indicators (KPIs) drives the allocation of resources		

and budgeting activities across the university. Investigate the effectiveness of institutional assessment conducted in this way and suggest opportunities for improvement.		
Ed Bishof	Sr. VP, Finance and CFO	Co-Chair
Andrew Christ	Sr. VP, Real Estate Development & Capital Operations	Co-Chair
Hindy Schachter	Professor, Management	Co-Chair
Wendy Lin-Cook	Associate Provost, Enrollment Management & Academic Services	Member
Blake Haggerty	Executive Director, Digital Learning & Technology Support	Member
Gregg Chottiner	Interim CIO	Member
Annie Crawford	Interim VP, Human Resources	Member
Brian Kirkpatrick	Associate VP, Accounting and Treasury Management	Member
Athanassios Bladikas	Associate Professor, Mechanical & Industrial Engineering	Member
Farzan Nadim	Professor, Biological Sciences	Member
Gabrielle Esperdy	Associate Professor, Hillier College of Arch & Design	Member
Casey Diekman	Assistant Professor, Mathematical Sciences	Member
Grace Wang	Professor, Computer Science	Member
Beth Kornstein	Associate VP, Planned Giving	Member
Lisa Easton	Executive Director, University Budgeting & Financial Planning	Member
Simon Nynens	Chief Executive Officer, New Jersey Innovation Institute	Member
Cara Bartolomeo	Admin. Management, Office of SVP for Finance & CFO	Member
Eric Hetherington	Executive Director, Sponsored Research	Consultant
Working Group 6: Ethics		
Report on NJIT's compliance with MSCHE Standard II, including all interactions with internal and external constituents. Work closely with Working Group 8 to collect evidence for the Verification of Compliance and the assigned Requirements of Affiliation. Assess the efficacy of institutional policies and processes to suggest opportunities for improvement.		
Christine Li	Associate General Counsel Ethics Liaison Officer	Co-Chair
Lisa Axe	Professor, Chemical & Materials Engineering	Co-Chair
Maurie Cohen	Professor, Humanities	Member
Conrad Corpus	Director, Financial Systems & Innovation	Member

Sean Dowd	Director, Residence Life	Member
Britt Holbrook	Assistant Professor, Humanities	Member
Alison Lefkowitz	Associate Professor, Federated History	Member
Justin Samolewicz	Director, Pre-Award Services	Member
Danielle Thomas	Assistant General Counsel	Member
Richard Egan	Senior Lecturer, Informatics	Member
Sanjiv Chokshi	Assistant General Counsel for Patents and IP	Consultant
Matthew Golden	Chief Strategy Officer, Strategic Initiatives	Consultant
Marybeth Boger	Dean of Students and Campus Life	Consultant
Regina Collins	Associate Director, Compliance and Accreditation	Consultant
Keyannah Watkins	Legal and Ethics Coordinator	Liaison
Working Group 7: Leadership		
Discuss NJIT's compliance with the requirements of MSCHE Standard VII. Analyze the university's governing body, administration, and governance structure and assess the efficacy of this structure, particularly in light of fulfilling the mission and strategic plan. Work closely with Working Group 1 to discuss the university's shared governance structure.		
Holly Stern	General Counsel VP, Legal Affairs Interim VP, Human Resources	Co-Chair
Andrew Klobucar	Associate Professor, Humanities	Co-Chair
Robert Lazer	Director, Organization Performance Excellence	Member
Gabriella Cuzzola	Assistant Director, Early College Prep President, Staff Council	Member
Walter Konon	Professor, Civil Engineering President, PSA Faculty	Member
Anthony Schuman	Associate Professor, Hillier College of Arch & Design	Member
Oya Tukul	Dean, Martin Tuchman School of Management	Member
Angela Garretson	Chief External Affairs Officer	Member
Neil Maher	Professor and Chair, Federated Department of History	Member
Brian Trevino	Undergraduate Student	Member
Working Group 8: Evidence Inventory and Compliance		

Working Group 8 is responsible for managing the evidence inventory and completing the Verification of Compliance. Working Group 8 will work closely with all other Working Groups to collect evidence and will act as an oversight group for submitted evidence. Working Group 8 will work closely with Working Group 6 to complete the Verification of Compliance document and to show that the university meets all MSCHE Requirements of Affiliation.		
Ann Hoang	University Librarian	Co-Chair
Regina Collins	Associate Director, Compliance and Accreditation	Co-Chair
Matt Brown	Digital Projects Librarian	Member
Lisa Weissbard	Acquisitions, Cataloging, and e-Resources	Member
Margaret Oluwanifise	Electronic Resources Librarian	Member
Nicole Bosca	Instructional Designer	Member
Cassandra Sardo	Instructional Technologist	Member
Amal Rohit	Instructional Designer	Member
Cristiana Kunyczka	Director, Office of Global Initiatives	Member
Nancy Jackson	Professor, Chemistry & Environmental Science	Member
Michael Lee	Assistant Professor, Informatics	Member
Basil Baltzis	Sr. Vice Provost, Academic Affairs & Student Services	Consultant
Ivon Nunez	Director, Financial Aid	Consultant

VI. GUIDELINES FOR REPORTING

The Steering Committee will oversee the efforts of the eight Working Groups throughout the Self-Study process. The Steering Committee will meet every month (or more frequently as required) to receive updates from the Working Group co-chairs. At these meetings, the co-chairs will review the progress of their Working Groups and will discuss any issues, concerns, or gaps in evidence for their particular efforts. The Steering Committee will be responsible for addressing redundancies and ensuring a shared vocabulary between the Working Groups.

Working Groups will be expected to provide a summary report of their progress at every Steering Committee meeting. They will also be asked if there are any impediments blocking their progress. This will allow the Steering Committee to address any issues promptly.

To ensure a timely Self-Study, all groups will work towards the deliverables timeline provided below. These deliverables are described in more detail later in this section.

Table 4 - Reporting Timeline

TIMELINE		
Deliverable	Responsible Group	Deadline
Steering Committee Membership List	Steering Committee Leadership Team	December 13, 2019
Working Group Membership List	Steering Committee / Working Group Co-Chairs	January 30, 2020
Self-Study Design Draft	Steering Committee Leadership Team	February 27, 2020
Final Self-Study Design	Steering Committee	March 9, 2020
Initial Chapter Outline with Evidence Reports and Gap Analysis	Working Groups	June 1, 2020
Steering Committee Feedback	Steering Committee	September 1, 2020
Working Group Progress Reports	Working Groups	September to December 2020
First draft of Chapters	Working Groups	December 15, 2020
Review and Feedback	Steering Committee	January 20, 2021
Final Chapters	Working Groups	March 31, 2021
Self-Study Report Draft	Steering Committee Leadership Team	March to September 15, 2021
Verification of Compliance	Working Group 8	September 15, 2021
Final Self-Study Report	Steering Committee Leadership Team	December 2021
Report and Evidence Uploaded	Steering Committee Leadership Team	February 2022

Initial Chapter Outline with Evidence Report and Gap Analysis

Each Working Group has received detailed information regarding the institutional priorities and related Standards for Accreditation and Requirements of Affiliation (developed by the Steering Committee Leadership Team) to guide their efforts. The first major Working Group deliverable will be an *Initial Chapter Outline with Evidence Report and Gap Analysis*. This outline should be approximately 5-10 pages in length and should provide a brief chapter outline integrating the Working Group's priority with the relevant Standards and Requirements. In addition to the outline, the report should include an annotated list of evidence, indicating the document(s) to be used, the Standards and Criteria and/or Requirements

of Affiliation the documents address, and why they are applicable as evidence. Finally, the report should include a gap analysis identifying where evidence is lacking or insufficient. The full reports will be reviewed by the Steering Committee and feedback will be provided to the Working Groups to guide their ongoing efforts.

Working Group Progress Reports

Progress reports will be provided by the Working Group co-chairs at the Steering Committee meetings. In most cases, these will be verbal reports. Written reports will be requested as needed. The progress reports (modeled on the Sample Reporting Template provided later in this section) are critical tools for reviewing the progress of each Working Group, ensuring consistent interpretation of the Standards and Requirements, and assisting with evidence identification and collection.

Self-Study Chapters

Each Working Group will be responsible for submitting a draft of its chapter of the Self-Study. The draft should provide a narrative that relates that group's assigned institutional priority to the relevant Standards and Requirements, and should cite appropriate evidence that has been added to the Evidence Inventory. Every criterion of each Middle States Standard and every Requirement of Affiliation must be addressed as assigned with clear notation in the text where each is discussed. Initial drafts will be reviewed by the Steering Committee and feedback will be provided for the Working Groups to create their final chapters.

Self-Study Report

The Steering Committee Leadership Team, with input from the entire Steering Committee and Working Groups, will be responsible for editing and integrating chapters submitted by the Working Groups into a cohesive document. A community draft of the Self-Study Report will be released for review to the Working Groups, the Steering Committee, and the university community. Community comments will subsequently be incorporated into the final draft submitted to the Middle States Commission on Higher Education.

Working Group Reporting Template

Working Group Co-Chairs should provide updates to the Steering Committee at each meeting by responding to the following questions:

1. What evidence will you need? *(Provide the Standard and Criteria or Requirement and a description of the evidence. Explain why this evidence addresses the Standard or Requirement.)*
2. Who, or what departments, have you contacted?
3. What evidence have you already collected?
4. What evidence is still needed?

5. For which Standards/Criteria and Requirements do you feel you have sufficient evidence?
(Provide the Standard and Criteria or Requirement and a description of the evidence. Explain why this evidence addresses the Standard or Requirement.)
6. For which Standards/Criteria and Requirements do you need more evidence? *(Provide the Standard and Criteria or Requirement and a description of the evidence identified thus far. Explain what additional evidence you feel is necessary and how you might get it.)*
7. What evidence have you reviewed and analyzed?
8. What remains to be done?
9. Have you identified any critical needs to bring NJIT into compliance with the standards?
10. Are there any issues blocking your Working Group's progress?
11. What progress has been made toward producing an outline by June 1st, 2020? Is your Working Group on schedule?
12. What will you work on between now and the next Steering Committee meeting?

VII.ORGANIZATION OF THE FINAL SELF-STUDY REPORT

Introduction

- About NJIT
 - History
 - Recent Accomplishments
 - Current Statistics
- Changes resulting from the 2012 Self-Study
- Organization of the Self-Study

Chapter 1 – Planning

- Overview of the Self-Study
- Connection between Planning and Vision, Mission, and Goals
- Requirements of Affiliation 7 and 10
- Standards for Accreditation I, VI.1, VI.2, and VI.3
- Institutional Assessment

Chapter 2 – Student Learning

- Strategic Objectives for Student Learning in *NJIT 2025*
- Requirements of Affiliation 8 and 9
- Standards for Accreditation III (except III.2 which is covered in Chapter 4 – Faculty and Research)
- Other Learning Opportunities
- Learning Resources

Chapter 3 – Student Experience

- Strategic Objectives for the Student Experience in *NJIT 2025*
- Standards for Accreditation II.7 and IV
- Community Engagement at NJIT

Chapter 4 – Faculty and Research

- Strategic Objectives for Faculty in *NJIT 2025*
- Requirements of Affiliation 15
- Standards for Accreditation III.2 and V
- Strategic Objectives for Research from *NJIT 2025*

Chapter 5 – Resources

- Strategic Objectives for Resources in *NJIT 2025*
 - Human resources
 - Digital resources
 - Physical resources
 - Fiscal resources
- Requirements of Affiliation 11
- Standards for Accreditation II.5 and VI (except VI.1, VI.2, and VI.3 which are covered in Chapter 1 – Planning)

Chapter 6 – Ethics

- Requirements of Affiliation 1, 2, 3, 4, 5, 6, 14
- Standards for Accreditation II (except II.5 – covered in Chapter 5, and II.7 – covered in Chapter 3)

Chapter 7 – Leadership

- Developments at NJIT since 2012
- Requirements of Affiliation 12 and 13
- Standards for Accreditation VII

Chapter 8 – Conclusion and Looking Ahead

- Strategic Objectives for Prominence in *NJIT 2025*
 - Increase University Visibility
 - Engage with the City of Newark
 - Promote Alumni Connections
 - Build a Reputation for Excellence

- Guiding Principles for *NJIT 2025*
 - Diversity
 - Sustainability
 - Recognition
 - Transformation

Mapping of Standards, Requirements, and Institutional Priorities/Self-Study Chapters

NJIT has selected a priorities-based approach for our Self-Study. This approach will allow us to illustrate how the MSCHE Standards are woven throughout the strategic plan that will drive our university's efforts for the next five years.

To ensure that all MSCHE Standards for Accreditation and Requirements of Affiliation are addressed in the Self-Study, the following table provides mappings between Standards/Criteria, Requirements, and institutional priorities/chapters of the Self-Study. Note that Chapters 2 (Student Learning), 3 (Student Experience), 4 (Faculty and Research), and 5 (Resources) relate to institutional priorities identified in the university's next strategic plan, *Building on a Strong Foundation—NJIT 2025*.

Table 5 - Mapping of Priorities, Standards, Requirements, and Chapters

MAPPING OF STANDARDS, REQUIREMENTS, INSTITUTIONAL PRIORITIES, AND SELF-STUDY CHAPTERS								
	STD I: Mission & Goals	STD II: Ethics & Integrity	STD III: Design & Delivery of the Student Learning Experience	STD IV: Support of the Student Experience	STD V: Educational Effectiveness Assessment	STD VI: Planning, Resources, & Institutional Improvement	STD VII: Governance, Leadership, & Administration	Requirement of Affiliation
Introduction								
Chapter 1: Planning	I					VI.1, VI.2, VI.3		7, 10
Chapter 2: Student Learning			III (except III.2)					8, 9
Chapter 3: Student Experience		II.7		IV				
Chapter 4: Faculty			III.2		V			15
Chapter 5: Resources		II.5				VI (except VI.1, VI.2, VI.3)		11
Chapter 6: Ethics		II (except II.5, II.7)						1, 2, 3, 4, 5, 6, 14
Chapter 7: Leadership							VII	12, 13
Chapter 8: Conclusion and Looking Ahead								

VIII. VERIFICATION OF COMPLIANCE STRATEGY

Working Group 8 is charged with completion of the Verification of Compliance comprised of the following sections:

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements
3. Title IV program responsibilities
4. Institutional records of student complaints
5. Required information for students and the public
6. Standing with state and other accrediting agencies
7. Contractual relationships
8. Assignment of credit hours

The co-chairs of Working Group 8 are part of the Steering Committee and will be responsible for overseeing the Verification of Compliance as well as the Evidence Inventory. The co-chairs of Working Group 8 represent the university Library and the Office of Institutional Effectiveness, and both are involved in the curation of the university's digital repository, Digital Commons @ NJIT. The co-chairs will involve other members of the university community as needed to create an effective framework for the Evidence Inventory and to complete the Verification of Compliance. The 2022 Verification of Compliance will update the 2017 Verification and add new material as needed.

IX. SELF-STUDY TIMETABLE

New Jersey Institute of Technology is requesting a spring 2022 visit. The timeline below lists the major milestones for the Self-Study based on a team visit in mid-March or early April of 2022.

Table 6 - Self-Study Timetable

SELF-STUDY TIMETABLE	
Timeframe	Activities
May 2018 – November 2019	Strategic planning activities to develop <i>Building on a Strong Foundation—NJIT 2025</i>
October 2019	Attend Self-Study Institute

November 2019	<ul style="list-style-type: none"> • Appoint Steering Committee including Working Group Co-Chairs and representatives from students and alumni • Begin Self-Study Design – outline for proposed priority-based approach
December 2019	<ul style="list-style-type: none"> • Steering Committee informational meeting
January 2020	<ul style="list-style-type: none"> • Develop branding plan • Develop website and archive 2012 MSCHE documents • Phone conference with MSCHE VP to review Self-Study Design • Call for Working Group volunteers • Announce Self-Study process to community
February 2020	<ul style="list-style-type: none"> • Create accreditation email • Appoint Working Groups • Post Self-Study Design for community review
February – June 1, 2020	<ul style="list-style-type: none"> • Working Groups draft Initial Evidence Report and conduct gap analysis • Working Group 8 designs and begins populating the Evidence Inventory
March 2020	Finalize and submit Self-Study Design to MSCHE VP for review and feedback
March 31, 2020	MSCHE VP campus visit
June – September 2020	<ul style="list-style-type: none"> • Revisions and acceptance of Self-Study Design by MSCHE VP • Steering Committee reviews Working Group Initial Chapter Outline with Evidence Report and Gap Analysis
September – December 2020	<ul style="list-style-type: none"> • Working Groups continue gathering and analyzing data and reporting on progress • Working Group 8 continues updating Evidence Inventory • Self-Study progress is periodically reported to community through various means (see Section X. Communication Plan of this document for more details)
December 15, 2020	First draft of Working Group Self-Study chapters submitted to Steering Committee
January 20, 2021	Review and feedback on Self-Study chapters to Working Groups
March 31, 2021	<ul style="list-style-type: none"> • Final Self-Study chapters submitted to Steering Committee • Verification of Compliance initiated
April – September 2021	Self-Study Report compiled and edited by Steering Committee and Leadership Team

September – November 2021	<ul style="list-style-type: none"> • Self-Study Report distributed for community review and shared with Team Chair • Verification of Compliance Report completed for review • Team Chair preliminary visit
December 2021	Steering Committee Leadership Team integrates input from Team Chair and community
January 2022	Final Self-Study Report made available to campus community
February – May 2022	<ul style="list-style-type: none"> • Final Self-Study Report and Evidence Inventory uploaded to MSCHE portal six weeks before Team visit • Verification of Compliance Report submitted • Team visit • Team report • Institution's response
June or November 2022	Commission action (June if team visit is before April 15, 2022)

X. COMMUNICATION PLAN

University leadership and the Steering Committee Leadership Team will regularly share important information and progress reports throughout the course of the Self-Study. Updates will be shared through Governance meetings (University Senate, Faculty Senate, Student Senate), Board meetings (Trustees, Overseers, Advisory Boards), Town Halls, and other meetings (e.g. full Faculty meetings and the Dean's Council). Information will also be available to the campus community via emails and bulletins (*NJIT Weekly*) and posted on the NJIT accreditation website. A Self-Study email will be created to centralize communications regarding the Self-Study; this email will be monitored by the Self-Study Leadership Team. All Self-Study communications and materials will be branded with the logo (shown below) developed by the university's Strategic Communication division.



The Self-Study website will include information about the Steering Committee and Working Groups, a timeline and calendar of events, general Self-Study information, and draft documents. Prior Middle States accreditation review documents are publicly available on the webpage of the NJIT Office of Institutional Effectiveness and will be linked to the 2022 Self-Study web pages.

In addition to ongoing updates, the table below lists critical communication elements, the timeframe for their dissemination, and the constituents who will receive the communication.

Table 7 - Communication Plan

COMMUNICATION PLAN							
Timeframe	Communication	Boards (Trustees, Overseers, Visitors)	Faculty and Staff	Students	Alumni	Governance (University Senate, Faculty Senate)	Senior Administrators (President, Vice Presidents, Provost, Vice Provosts)
November 2019	Memo announcing launch of Self-Study	X	X	X	X		
December 2019	Invitations to Steering Committee Members		S	S	S		S
January 2020	Call for Working Group Volunteers		S	S	S	X	
February 2020	Memo announcing Self-Study process		X	X	X		
March 2020	Memo announcing Self-Study Design draft for community review		X	X	X		
April 2020	Announcement of MSCHE VP visit and invitations to meet			S			
Fall 2020	Memo announcing accepted Self-Study Design		X	X	X		
Ongoing	Progress updates for Self-Study process		X	X	X		
Ongoing	Communications regarding evidence collection		X				X
September 2021	Memo announcing community review of Self-Study draft		X	X	X	X	X
January 2022	Final Self-Study report shared with community	X	X	X	X	X	X

March – April 2022	Invitations to meet with Visiting Team	X	S	S	S	X	X
June or November 2022	Memo announcing Commission Action	X	X	X	X	X	X

X = All members of this community

S = Select members of this community

XI. EVALUATION TEAM PROFILE

It would be most appropriate that the Evaluation Team be comprised of individuals having experience with institutions possessing the following characteristics:

- Public university
- Predominantly STEM programs
- Research intensive institution with R1 Carnegie designation
- Student population of greater than 5,000 but less than 25,000
- Primarily commuter population
- Urban campus
- Significant percentage (>30%) of undergraduate students who are Pell grant recipients or first-generation college students

Preferred disciplines for faculty peer evaluators include the engineering disciplines (biomedical, chemical, civil, computer, electrical, industrial, and mechanical engineering), computer science, business, or the sciences (biology, chemistry, and physics).

While we have no specific preference in terms of President, Chief Executive Officer, or Chief Academic Officer, we do seek a chair with experience in as many of our above listed characteristics as possible. We have a strong preference for a chair who has served in a broad leadership role and is particularly familiar with the challenges facing public research universities serving a diverse student population.

We do not perceive any conflicts of interest with other institutions.

As part of our strategic planning process, we applied institutional characteristics (e.g., enrollment, SAT scores, Pell grant recipients, research expenditures) to identify the following benchmark and aspirational peer institutions:

Benchmark Peer Institutions:

- Clemson University
- Colorado School of Mines
- Drexel University
- Illinois Institute of Technology
- Michigan Technological University
- Missouri University of Science and Technology
- Rensselaer Polytechnic Institute
- Stevens Institute of Technology
- Stony Brook University
- University of California – Santa Cruz
- Worcester Polytechnic Institute

Aspirational Peer Institutions:

- Carnegie Mellon University
- Case Western Reserve University
- Georgia Institute of Technology
- Virginia Polytechnic Institute and State University

XII. EVIDENCE INVENTORY

NJIT's Evidence Inventory will be created and curated by Working Group 8. (This group will also be responsible for the Verification of Compliance report.) Documents will be curated in a private collection within NJIT's Digital Commons repository. The repository will support the gathering, arranging, and storing of documentation in support of the Self-Study. It will include keywords and other metadata to facilitate searching. The inventory provides a single location for members of the Self-Study Working Groups, the Steering Committee, the Evaluation Team, and the MSCHE Commissioners to access and review key resources. All documents in the Evidence Inventory will be accessible to all Steering Committee and Working Group members. The Evidence Inventory will serve as a tool to:

1. Document compliance with the Standards for Accreditation and Requirements of Affiliation
2. Enable Working Groups to support assertions made in draft reports and ultimately in the Self-Study Report
3. Identify gaps in evidence
4. Create a long-term resource to evaluate ongoing compliance

The Evidence Inventory will be created and curated through a multi-phase process.

Initial Evidence Collection

Steering Committee and Working Group members are charged with gathering all relevant resources, documents, and evidence in support of their assigned priority, Standards for Accreditation and Requirements of Affiliation. As evidence is identified, Working Group members will submit relevant evidence to the members of Working Group 8 for inclusion in the repository.

Digital Commons allows metadata to be submitted for every piece of content. This metadata will indicate the relevant priority, Standard and Criteria, and/or Requirement of Affiliation for that content. Working Group 8 will then notify all members of the Working Groups and Steering Committee of document availability and maintain an index in the form of a spreadsheet of files with mappings to priorities, Standards, and Requirements, along with URLs to the files in the Digital Commons repository. Working groups are charged with completing an initial evidence collection and gap analysis by June of 2020.

Ongoing Evidence Collection

As new evidence is identified, Working Groups will continue to submit documents for inclusion in the Evidence Inventory to Working Group 8. Gap analysis will be conducted periodically to identify gaps or insufficiencies in evidence. Gaps or insufficiencies will be reported to the Steering Committee, documenting where the gap exists, the nature of the gap, and recommendations for addressing it. All gap analyses must be completed by late fall of 2020.

Final Evidence Inventory

As the final Self-Study is prepared, the evidence used in the report will receive an additional metadata keyword indicating which evidence must be uploaded to the MSCHE Evidence Inventory portal. Access to the full evidence inventory in Digital Commons will be made available to the Evaluation Team and Commissioners upon request.

Evidence Guidelines

Working Group 8 has developed naming guidelines for evidence submitted by all working groups. These are provided in Appendix I of this document. References to other documents in the Self-Study will follow the Chicago Author-Date citation format.

Appendix A: Detailed Guidelines for Working Group 1—Planning

Detailed Guidelines for Working Group 1

Working Group 1 (WG1) will document NJIT's rigorous strategic planning process and how the plan and the key performance indicators (KPIs) drive institutional assessment. WG1 will also report on the university's mission, goals, and planning in terms of the following:

- All of Standard I as well as Standard VI Criteria 1, 2, and 3 (VI.1, VI.2, and VI.3)
- Requirements of Affiliation 7 and 10

WG1 must work closely with WG5 (Resources) to ensure consistent interpretation of Standard VI, to identify appropriate evidence, and to avoid duplication of efforts.

WG1 will work with WG8 to build their inventory of evidence supporting assertions relating to Standard I, Standard VI (VI.1, VI.2, and VI.3), and Requirements of Affiliation 7 and 10.

Deadlines and Important Dates

- Initial Chapter Outline with Evidence Report and Gap Analysis due **June 1, 2020**.
- First draft of Chapter 1 submitted to Steering Committee by **December 15, 2020**.
- Comments returned from Steering Committee by January 20, 2021.
- Final draft of Chapter 1 submitted to Steering Committee by **March 31, 2021**.

Key Topics to Discuss

- Overview of the *NJIT 2025* Strategic Plan and the planning process
- Process by which *NJIT 2025* drives institutional assessment
- Discussion of how *NJIT 2025* links to the university mission and goals

Research Questions to Address

As part of the discussion of the strategic planning process, WG1 will respond to the following questions and provide supporting evidence for its assertions.

- How do the university's Mission, Vision, and Core Values drive planning and institutional assessment? Are the Mission and goals of the institution periodically assessed? ([Standard I](#))
- Does institutional planning reflect the values of the university Mission, Vision, and Core Values? Are the results of institutional assessment used for continuous improvement? ([Standard VI.1, VI.2, and VI.3](#))
- To what extent does the university fulfill the MSCHE [Requirements of Affiliation 7 and 10](#)?

The specific Standards, Criteria, and Requirements to be addressed by WG1 are provided later in this section.

Other Instructions

Members of WG1 are also expected to review and be familiar with the other MSCHE [Standards for Accreditation](#) and [Requirements of Affiliation](#) to identify any other areas to which they could contribute information.

Critical Resources

2020 Vision, 2020 Vision Mid-Cycle Report, 2020 Vision Interim Reports, Building on a Strong Foundation—NJIT 2025, MSCHE 2012 Letter Reaffirming Accreditation, 2012 MSCHE Visiting Team's report, Mission, Vision, and Core Values

Initial Proposed Outline with Standards and Requirements

- Overview of Self-Study
- Connection between Planning and Vision, Mission, and Goals
- Requirements of Affiliation
 - 7
 - 10
- Standards for Accreditation
 - I
 - VI.1 – VI.3
- Assessment of Strategic Plan

Appendix B: Detailed Guidelines for Working Group 2—Student Learning

Detailed Guidelines for Working Group 2

Working Group 2 (WG2) will report on student learning in terms of the following:

- *NJIT 2025* strategic priorities associated with learning
- Standard III (except for III.2 which is addressed by WG4)
- Requirements of Affiliation 8 and 9

Deadlines and Important Dates

- Initial Chapter Outline with Evidence Report and Gap Analysis due **June 1, 2020**.
- First draft of Chapter 2 submitted to Steering Committee by **December 15, 2020**.
- Comments returned from Steering Committee by January 20, 2021.
- Final draft of Chapter 2 submitted to Steering Committee by **March 31, 2021**.

Key Topics to Discuss

- Design and delivery of student learning experiences
- General Education Requirements (GER) and their relationship to skills and experiences expected by MSCHE (see in particular Standard III.5)
- Academic program review and use of assessment results for continuous improvement of programs
- *NJIT 2025* strategic objective: Enhance the curriculum and promote student learning
- *NJIT 2025* strategic objective: Promote and facilitate experiential learning
- Other learning opportunities (Honors College, Study Abroad, Additional Locations such as NJIT@Jersey City)

Research Questions to Address

As part of the discussion of student learning, WG2 will respond to the following questions and provide supporting evidence for its assertions.

- How is student achievement assessed throughout educational programs to ensure rigor, coherence, and synthesis of learning?
- Are student outcomes similar regardless of instructional modality?
- How does the institution ensure continuous program improvement?
- Do graduate students receive opportunities to develop research, scholarship, and independent thinking?
- To what extent does the university fulfill the MSCHE [Requirements of Affiliation 8 and 9](#)?

The specific Standards, Criteria, and Requirements to be addressed by WG2 are provided later in this section.

Other Instructions

Members of WG2 are also expected to review and be familiar with the other MSCHE [Standards for Accreditation](#) and [Requirements of Affiliation](#) to identify any other areas to which they could contribute information.

WG2 must work closely with WG4 (Faculty & Research) to ensure consistent interpretation of Standard III, to identify appropriate evidence, and to avoid duplication of efforts. Information about assessment is also critical to the efforts of WG4 regarding MSCHE Standard V (Educational Effectiveness Assessment).

WG2 will work with WG8 to build their inventory of evidence supporting assertions relating to Standard III and Requirements of Affiliation 8 and 9.

Critical Resources

Building on a Strong Foundation—NJIT 2025, [NJIT course catalog](#), [General Education Requirements](#), GER subcommittee minutes, program review documents

Initial Proposed Outline with Standards and Requirements

- Strategic Objectives
 - Enhance the curriculum and promote student learning
 - Promote and facilitate experiential learning
- Requirements of Affiliation
 - 8
 - 9
- Standards for Accreditation
 - III.1 (III.2 is discussed by Working Group 4)
 - III.3 through III.8
- Other Learning Opportunities
 - Honors College
 - Study Abroad
 - Other locations
 - Other learning modalities
- Learning Resources
 - Writing Center
 - The Learning Center
 - Math and Physics tutoring centers

Appendix C: Detailed Guidelines for Working Group 3—Student Experience

Detailed Guidelines for Working Group 3

Working Group 3 (WG3) will report on the student experience in terms of the following:

- *NJIT 2025* strategic priorities associated with the student experience
- All of Standard IV as well as Standard II Criterion 7 (II.7)

Deadlines and Important Dates

- Initial Chapter Outline with Evidence Report and Gap Analysis due **June 1, 2020**.
- First draft of Chapter 3 submitted to Steering Committee by **December 15, 2020**.
- Comments returned from Steering Committee by January 20, 2021.
- Final draft of Chapter 3 submitted to Steering Committee by **March 31, 2021**.

Key Topics to Discuss

- Supporting students throughout their studies
- Financial aid
- Assessment of student support services for continuous improvement
- *NJIT 2025* strategic objective: Enroll a diverse population of students
- *NJIT 2025* strategic objective: Increase yield of admitted students
- *NJIT 2025* strategic objective: Become national and internationally recognized for student achievements
- Students engaging with our communities

Research Questions to Address

As part of the discussion of the student experience, WG3 will respond to the following questions and provide supporting evidence for its assertions.

- How does the university promote affordability and accessibility of education and ensure that students make informed decisions about incurring debt?
- What efforts are in place to identify and support students who are not adequately prepared for study at NJIT, and how are these programs assessed for continuous improvement?
- Does the institution have clearly defined policies for transfer credits and credits awarded for activities other than formal academic learning?
- How are extracurricular activities managed and assessed to ensure alignment with the university's mission and goals?

The specific Standards, Criteria, and Requirements to be addressed by WG3 are provided later in this section.

Other Instructions

Members of WG3 are also expected to review and be familiar with the other MSCHE [Standards for Accreditation](#) and [Requirements of Affiliation](#) to identify any other areas to which they could contribute information.

WG3 must work closely with WG6 (Ethics) to ensure consistent interpretation of Standard II.7, to identify appropriate evidence, and to avoid duplication of efforts.

WG3 must also work collaborate with WG4 (Faculty and Research) to provide information about assessment of student support services (Standard V).

WG3 will work with WG8 to build their inventory of evidence supporting assertions relating to Standards II.7 and IV.

Critical Resources

- Learie Nurse (Associate Dean of Students)
- Phyllis Bolling (Director, C-CAPS)
- Chantonette Lyles (Associate Director, Accessibility Resources and Services)
- Ivon Nunez (Director, Financial Aid)
- Steve Eck (Executive Director, University Admissions)
- Greg Mass (Executive Director, Career Development Services)
- Nancy Steffen-Fluhr (Director, Murray Center for Women in Technology)
- Cristiana Kunyczka (Office of Global Initiatives)
- Peg Hefferan (Associate Vice President, Director of Athletics)
- Joseph Marswillo (Chief, Public Safety)

Building on a Strong Foundation—NJIT 2025, [Academic integrity policy](#), [Student Code of Conduct](#), [forms for reporting issues to Dean of Students](#), [student clubs and organizations](#)

Initial Proposed Outline with Standards and Requirements

- Strategic Objectives
 - Enroll a diverse population of students
 - Increase yield of admitted students
 - Become recognized for student achievements
- Standards for Accreditation
 - II.7 (most of Standard II is discussed by WG6)
 - IV
- Community Engagement
 - Career Development Services
 - Center for Pre-College Programs
 - Alumni Association

Appendix D: Detailed Guidelines for Working Group 4—Faculty and Research

Detailed Guidelines for Working Group 4

Working Group 4 (WG4) will report on faculty and research in terms of the following:

- *NJIT 2025* strategic priorities associated with faculty
- All of Standard V as well as Standard III Criterion 2 (III.2)
- Requirement of Affiliation 15
- *NJIT 2025* strategic priorities associated with research

Deadlines and Important Dates

- Initial Chapter Outline with Evidence Report and Gap Analysis due **June 1, 2020**.
- First draft of Chapter 4 submitted to Steering Committee by **December 15, 2020**.
- Comments returned from Steering Committee by January 20, 2021.
- Final draft of Chapter 4 submitted to Steering Committee by **March 31, 2021**.

Key Topics to Discuss

- Faculty qualifications, promotion and tenure process, professional development, and diversity
- Academic program review as a process and its efficacy in fostering continuous improvement
- Assessment of student support services as a process and its efficacy in fostering continuous improvement
- *NJIT 2025* strategic objective for faculty: Develop a more diverse faculty
- *NJIT 2025* strategic objective for faculty: Improve teaching and research
- *NJIT 2025* strategic objective for faculty: Strengthen training and mentoring programs
- *NJIT 2025* strategic objective for faculty: Become recognized for faculty achievements
- *NJIT 2025* strategic objective for research: Promote collaborative research
- *NJIT 2025* strategic objective for research: Foster innovation and entrepreneurship
- *NJIT 2025* strategic objective for research: Promote partnerships
- *NJIT 2025* strategic objective for research: Expand research management/support systems
- *NJIT 2025* strategic objective for research: Become recognized for high impact research

Research Questions to Address

As part of the discussion of faculty, research, and the effectiveness of educational assessment, WG4 will respond to the following questions and provide supporting evidence for its assertions.

- Do faculty have the necessary qualifications, resources, and support to deliver exceptional student learning experiences?
- What processes are in place to assess academic and student support programs across the institution?
- In what ways are academic and student support program assessments used to drive changes that will ensure student success?
- To what extent does the university fulfill the MSCHE [Requirement of Affiliation 15](#)?

The specific Standards, Criteria, and Requirements to be addressed by WG4 are provided later in this section.

Other Instructions

Members of WG4 are also expected to review and be familiar with the other MSCHE [Standards for Accreditation](#) and [Requirements of Affiliation](#) to identify any other areas to which they could contribute information.

WG4 must work closely with WG2 (Student Learning) to ensure consistent interpretation of Standard III, to identify appropriate evidence, and to avoid duplication of efforts. Information about assessment is also critical to the efforts of WG3 (Student Experience) to address the topic of assessment of student support services.

WG4 will work with WG8 to build their inventory of evidence supporting assertions relating to Standard III and V and Requirement of Affiliation 15.

Critical Resources

Building on a Strong Foundation—NJIT 2025, [NJIT program assessment process](#) webpage, [program review](#) webpage, [institutional learning goals](#) webpage

Initial Proposed Outline with Standards and Requirements

- Strategic Objectives – Faculty
 - Develop a more diverse faculty
 - Improve teaching and research
 - Strengthen training and mentoring programs
 - Become recognized for faculty achievements
- Requirements of Affiliation
 - 15
- Standards for Accreditation
 - III.2 (most of Standard III is discussed by WG2)
 - V
- Strategic Objectives – Research
 - Promote collaborative research
 - Foster innovation and entrepreneurship
 - Promote partnerships
 - Expand research management/support systems
 - Become recognized for high impact research

Appendix E: Detailed Guidelines for Working Group 5—Resources

Detailed Guidelines for Working Group 5

Working Group 5 (WG5) will report on faculty and research in terms of the following:

- *NJIT 2025* strategic priorities associated with resources (human, digital, physical, fiscal)
- Standard VI (except VI.1, VI.2, and VI.3) as well as Standard II Criterion 5 (II.5)
- Requirement of Affiliation 11

Deadlines and Important Dates

- Initial Chapter Outline with Evidence Report and Gap Analysis due **June 1, 2020**.
- First draft of Chapter 5 submitted to Steering Committee by **December 15, 2020**.
- Comments returned from Steering Committee by January 20, 2021.
- Final draft of Chapter 5 submitted to Steering Committee by **March 31, 2021**.

Key Topics to Discuss

- Human resources policies and procedures indicating fair and impartial hiring, evaluation, promotion, discipline, and separation of employees
- Comprehensive planning to ensure the effective use of resources
- Financial audits and other assessments of resource availability and allocation
- *NJIT 2025* strategic objective for resources – human: Develop and sustain the strengths of NJIT’s human capital
- *NJIT 2025* strategic objective for resources – digital: Renew technologies to support teaching, learning, and research
- *NJIT 2025* strategic objective for resources – digital: Align IT and data resources with institutional priorities, objectives, and strategies
- *NJIT 2025* strategic objective for resources – digital: Ensure secure and reliable enterprise applications and infrastructure systems
- *NJIT 2025* strategic objective for resources – digital: Transform the library into an open knowledge resource
- *NJIT 2025* strategic objective for resources – physical : Commit to sustainability
- *NJIT 2025* strategic objective for resources – physical: Renew facilities to improve teaching, learning, and research
- *NJIT 2025* strategic objective for resources – physical: Improve the campus quality of life
- *NJIT 2025* strategic objective for resources – fiscal: Build a sustainable financial model

Research Questions to Address

As part of the discussion of resources, WG5 will respond to the following questions and provide supporting evidence for its assertions.

- What processes are in place to manage planning for and allocation of resources (human, digital, physical, fiscal)?
- Are the appropriate individuals responsible for planning and resource allocation activities?
- How is the efficacy of resource allocation assessed to improve future budgeting/planning/allocation activities?
- To what extent does the university fulfill the MSCHE [Requirement of Affiliation 11](#)?

The specific Standards, Criteria, and Requirements to be addressed by WG5 are provided later in this section.

Other Instructions

Members of WG5 are also expected to review and be familiar with the other MSCHE [Standards for Accreditation](#) and [Requirements of Affiliation](#) to identify any other areas to which they could contribute information.

WG5 must work closely with WG1 (Planning) to ensure consistent interpretation of Standard VI, to identify appropriate evidence, and to avoid duplication of efforts.

WG5 must also work closely with WG6 (Ethics) to ensure consistent interpretation of Standard II, to identify appropriate evidence, and to avoid duplication of efforts.

WG5 will work with WG8 to build their inventory of evidence supporting assertions relating to Standard II and VI and Requirement of Affiliation 11.

Critical Resources

Building on a Strong Foundation—NJIT 2025, audited financial statements, Sightlines facilities surveys, Student satisfaction surveys, Facilities condition index (2020 Vision KPI)

Initial Proposed Outline with Standards and Requirements

- Strategic Objectives
 - Human – Develop and sustain the strengths of NJIT’s human capital
 - Digital – Renew technologies to support teaching, learning, and research
 - Digital – Align IT and data resources with institutional priorities, objectives, and strategies
 - Digital – Ensure secure and reliable enterprise applications and infrastructure systems
 - Digital – Transform the library into an open knowledge resource
 - Physical – Commit to sustainability
 - Physical – Renew facilities to improve teaching, learning, and research
 - Physical – Improve the campus quality of life
 - Fiscal – Build a sustainable financial model
- Requirements of Affiliation
 - 11

- Standards for Accreditation
 - II.5 (most of Standard II is discussed by WG6)
 - VI.4 – VI.9 (VI.1 through VI.3 are discussed by WG1)

Appendix F: Detailed Guidelines for Working Group 6—Ethics

Detailed Guidelines for Working Group 6

Working Group 6 (WG6) will report on ethics and integrity in terms of the following:

- Standard II (except II.5 and II.7)
- Requirements of Affiliation 1, 2, 3, 4, 5, 6, 14

Deadlines and Important Dates

- Initial Chapter Outline with Evidence Report and Gap Analysis due **June 1, 2020**.
- First draft of Chapter 6 submitted to Steering Committee by **December 15, 2020**.
- Comments returned from Steering Committee by January 20, 2021.
- Final draft of Chapter 6 submitted to Steering Committee by **March 31, 2021**.

Key Topics to Discuss

- Authorization to operate as a post-secondary educational institution and compliance with all applicable government laws and regulations
- Accurate and fair reporting of institutional data
- A commitment to ethical conduct and academic freedom
- Grievance policies and processes to address complaints

Research Questions to Address

As part of the discussion of ethics and integrity, WG6 will respond to the following questions and provide supporting evidence for its assertions.

- How does the institution verify that reported data is accurate and fair?
- What policies and procedures are in place to ensure ethical conduct and the avoidance of conflicts of interest? How are they implemented and evaluated?
- How are student, faculty, and staff grievances reported and addressed?
- Are grievances and complaints reviewed to identify areas for institutional improvement?
- To what extent does the university fulfill the MSCHE [Requirements of Affiliation 1, 2, 3, 4, 5, 6, and 14](#)?

The specific Standards, Criteria, and Requirements to be addressed by WG6 are provided later in this section.

Other Instructions

Members of WG6 are also expected to review and be familiar with the other MSCHE [Standards for Accreditation](#) and [Requirements of Affiliation](#) to identify any other areas to which they could contribute information.

WG6 must work closely with WG3 (Student Experience) to ensure consistent interpretation of Standard II.7, to identify appropriate evidence, and to avoid duplication of efforts.

WG6 must also work closely with WG5 (Resources) to ensure consistent interpretation of Standard II.5, to identify appropriate evidence, and to avoid duplication of efforts.

WG6 will work with WG8 to build their inventory of evidence supporting assertions relating to Standard II and Requirements of Affiliation 1, 2, 3, 4, 5, 6, and 14.

Critical Resources

Building on a Strong Foundation—NJIT 2025, [Faculty Handbook](#), [Student Handbook](#), [Employee Handbook](#), [PSA Contract](#), [MSCHE Statement of Accreditation](#), [NJIT Ethics Office](#) webpage, [Student Complaints](#) webpage, [Code of Student Conduct](#), [Human Resources](#) webpage

Initial Proposed Outline with Standards and Requirements

- Requirements of Affiliation
 - 1
 - 2
 - 3
 - 4
 - 5
 - 6
 - 14
- Standards for Accreditation
 - II.1 through II.4 (II.5 is discussed by WG5)
 - II.6 (II.7 is discussed by WG4)
 - II.8 and II.9

Appendix G: Detailed Guidelines for Working Group 7—Leadership

Detailed Guidelines for Working Group 7

Working Group 7 (WG7) will report on the university's governance, leadership and administration in terms of the following:

- Standard VII
- Requirements of Affiliation 12 and 13

Deadlines and Important Dates

- Initial Chapter Outline with Evidence Report and Gap Analysis due **June 1, 2020**.
- First draft of Chapter 7 submitted to Steering Committee by **December 15, 2020**.
- Comments returned from Steering Committee by January 20, 2021.
- Final draft of Chapter 7 submitted to Steering Committee by **March 31, 2021**.

Key Topics to Discuss

- University governance structure and its periodic assessment
- University leadership and their periodic assessment
- University senior administration and their periodic assessment

Research Questions to Address

As part of the discussion of student learning, WG7 will respond to the following questions and provide supporting evidence for its assertions.

- What is the role of the Board of Trustees in the university's governance?
- What is the role of the university President?
- What is the process for evaluating the qualifications and performance of the governing bodies?
- How does the administrative structure of the university support its mission and goals?
- How has shared governance changed the way the university functions?
- To what extent does the university fulfill the MSCHE [Requirements of Affiliation 12 and 13](#)?

The specific Standards, Criteria, and Requirements to be addressed by WG7 are provided later in this section.

Other Instructions

Members of WG7 are also expected to review and be familiar with the other MSCHE [Standards for Accreditation](#) and [Requirements of Affiliation](#) to identify any other areas to which they could contribute information.

WG7 must work closely with WG1 (Planning) to show the relationship between the university's mission and goals and its leadership and governance structure.

WG7 will work with WG8 to build their inventory of evidence supporting assertions relating to Standard VII and Requirements of Affiliation 12 and 13.

Critical Resources

Building on a Strong Foundation—NJIT 2025, meeting minutes and resolutions of the [Board of Trustees](#), Board of Trustees member list, meeting minutes and resolutions of the [Faculty Senate](#) and [University Senate](#)

Initial Proposed Outline with Standards and Requirements

- Requirements of Affiliation
 - 12
 - 13
- Standards for Accreditation
 - VII

Appendix H: Detailed Guidelines for Working Group 8—Evidence Inventory & Compliance

Detailed Guidelines for Working Group 8

Working Group 8 (WG8) is responsible for two critical activities:

1. Evidence Inventory - manage the Evidence Inventory to support the efforts of the entire NJIT Self-Study team.
 - a. Develop and document a standardized procedure to formalize the evidence inventory submission process, including naming conventions and guidelines for submitting a complete document or an excerpt.
 - b. Communicate the procedure to the Steering Committee for dissemination to Working Groups 1 through 7.
 - c. Upload evidence to Digital Commons @ NJIT and assign appropriate keywords to reflect the strategic priorities, Standards, and Requirements addressed by that evidence.
 - d. Maintain a Master Index that documents the relationships between evidence files and strategic priorities, Standards for Accreditation, and Requirements of Affiliation, with links to the files in Digital Commons.
 - e. Assist in the review of evidence to identify gaps and ensure alignment of evidence with Standards and Requirements.
 - f. Develop a final Evidence Inventory for submission to the MSCHE portal, as well as the curated, comprehensive document library in Digital Commons that will be available to the Visiting Team.
2. Verification of Compliance – prepare the Verification of Compliance in accordance with the *Verification of Compliance with Accreditation-Relevant Regulations* and the *Institutional Federal Compliance Report* (<https://www.msche.org/resources/>).

Critical Resources

- Byron Ordenez (Financial Aid)
- Marybeth Boger (Grievance Policies)
- Basil Baltzis (Credit Hours and student verification of identity)

2020 Vision, Building on a Strong Foundation—NJIT 2025, 2012 Letter Reaffirming Accreditation, 2012 MSCHE Visiting Team's report, Mission, Vision, and Core Values, university policies and procedures

Appendix I: Submitting Evidence to Working Group 8 - Guidelines

Designated Evidence Liaison

Each working group should assign one or two individuals to collect and manage that group's evidence and interact with Working Group 8 to submit the evidence for inclusion in the repository.

Similarly, Working Group 8 will designate an individual or individuals as the primary contact(s) for each Working Group.

Working Group 8 Liaisons will reach out to the co-chairs of each Working Group to introduce themselves. We ask that WG8 Liaisons be invited to at least one of the Working Group's meetings to discuss the procedures for submitting evidence and to answer any questions.

Naming Conventions for Evidence Files Relating to Standards

- Use dashes instead of spaces, periods, or underscores to connect the complete filename
- Use all lowercase letters for naming convention
 - Standards: use Roman numerals for the Standards (e.g. I, II, III, IV, V, VI, VII)
 - Criteria: use Arabic numerals for the criteria (e.g. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, etc.)
 - Objectives (if applicable): use lowercase letters for the objectives (e.g. a, b, c, d, e, etc.)
 - Document Sequential Numbering: using Arabic numerals (e.g. 1, 2, 3, 4, 5, etc.), assign each new document that applies to a particular Standard and Criteria (and Objective if applicable) an incremental number to indicate submission order
 - Document Description: use the full name of the report (e.g. *management-letter*)
 - For annual or dated reports, use the format *report-name-[xx]YYYY* where [xx] indicates whether the report is for a fiscal year [fy] or academic year [ay] and YYYY is the four-digit year. Calendar years do not require a prefix.
 - For documents related to departments or degree programs, include the descriptive name of the department or degree program (no abbreviations) and the type of document (e.g. *biomedical-engineering-abet-report*)

Example #1:

I-1-a-2-njit-management-letter-fy2019

In this example:

- “I” indicates the relevant Standard
- “1” indicates the relevant criterion
- “a” indicates the relevant sub-criterion
- “2” indicates that this is the 2nd document submitted related to Standard I-1-a
- “njit-management-letter” is the document title
- “fy” indicates that the “njit-management-letter” is related to the stated fiscal year (2019)

Example #2:

III-5-b-12-biomedical-engineering-abet-accreditation-report-2019

In this example:

- “III” indicates the relevant Standard
- “5” indicates the relevant criterion
- “b” indicates the relevant sub-criterion
- “12” indicates that this is the 12th document submitted relating to Standard III-5-b
- The program associated with this evidence is “*biomedical-engineering*”
- The report type is “*abet-accreditation-report*”
- The report was completed for submission to ABET in fall 2019. Because the report does not focus on a particular fiscal or academic year, the submission calendar year (2019) is included

Naming Conventions for Evidence Files Relating to Requirements

The naming conventions for Requirements of Affiliation generally follow the naming guidelines for Standards (see Section B of this document). However, for Requirements of Affiliation, Evidence Files should be prefaced with “*roa-*”.

Example:

roa-1- 2-nj-administrative-code-title-9a-higher-education-2016

In this example:

- “roa-1” indicates that this document applies to Requirement of Affiliation #1

- “2” indicates that this is the 2nd document submitted related to Requirement of Affiliation #1
- “nj-administrative-code-title-9a-higher-education” is the title of the document
- “2016” is the publication year

File Formats

Text-based documents (reports, memos, etc.) and presentations should be saved as PDF files prior to submission. Spreadsheets and other data files should be uploaded in their original format to enable a review of data and generation of charts and graphs.

Collecting Evidence

A subfolder entitled “**Evidence Documents**” has been created in each Working Group’s Google folder. Evidence should be labeled according to the naming convention provided and then added to this subfolder. The Working Group 8 Liaison will be responsible for checking the contents of the folder and uploading the evidence to Digital Commons @ NJIT. All Working Group members will be given access to the repository to view uploaded evidence.

We recommend that Working Groups maintain their own inventory of evidence. However, Working Group 8 will also maintain a master list that will be visible to all Working Group members.

Long Documents and Excerpts

For longer documents in which only a particular section applies as evidence, Working Groups should submit two items:

1. The entire document
2. An excerpt that includes only the relevant section of the document

For example, a discussion regarding promotion and tenure processes should provide as evidence:

- The full faculty handbook
- The section of the faculty handbook that deals with promotion and tenure

The **full document** should follow the naming guidelines provided in part B of this document.

The **excerpt** should include a suffix that provides the following information:

- Chapter/Section/Part label (e.g. “chapter-1-section-4” or “part-3-a”)

- Descriptive title of the chapter/part/section (e.g. “*student-withdrawal*”)
- Document page(s) of that chapter/part/section (e.g. *pgs-4-9*)

Example of full document naming:

II-5-1-faculty-handbook-2017

In this example:

- 1 indicates that this is the first document submitted relating to Standard II-5
- The document title is “*faculty-handbook*”
- The document publication date publication is 2017

Example of excerpt naming:

II-5-2-faculty-handbook-2017-part-4-promotion-and-tenure-pgs-23-36

In this example:

- 2 indicates that this is the second document submitted relating to Standard II-5. This matches the guidelines for the naming of full documents.
- The document title appears first (“*faculty-handbook*”). This matches the guidelines for the naming of full documents.
- The document publication date is second (2017). This matches the guidelines for the naming of full documents.
- The full document name is followed by details about the excerpt:
 - The relevant section of the document is “*part-4*”
 - The title of the section is “*promotion-and-tenure*”
 - The section extends from pages 23 to 36 (“*pgs-23-36*”)