September 6, 2019

Dear NJASCU Colleagues/Friends:

Welcome to this week's edition of NJASCU's "Noteworthy" compilation of a feature story, advocacy report, and news item(s), reflecting the interests and happenings among New Jersey's senior public colleges and universities. Some of our news articles are reprinted in full; most are summaries with the full article accessible by clicking on the headline.

We would love your feedback and suggestions. Please keep sending press releases, many of which will be included in our "Noteworthy" compilation.

Thank you,

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**NJASCU Special News**

**Ramapo College Breaks Ground on New Learning Commons that Marks a New Era in Educational Excellence and a Celebration of its 50th Anniversary**

NJASCU QuickTakes

Ramapo College of New Jersey on September 4th launched the college's 50th Anniversary year-long celebration, as well as started construction on the Learning Commons project that will transform the George T. Potter Library into a 21st century collaborative space for research, learning and exploration. In 2016, Ramapo received $15 million from the State of New Jersey Higher Education Capital Facilities program to completely renovate the Porter Library and create a new Learning Commons. The ambitious three-year $40 million project will result in a modern educational facility designed to support the intellectual growth of Ramapo’s students and the entire college community.

"A campus library is the nerve center of every college. We are creating a space that will serve the needs of our students today and well into the future," said Ramapo President Peter P.
Mercer. "This has been a collaborative effort of the Learning Commons Task Force and our very generous donors who will help make this project come to fruition," he added, acknowledging among others lead donor Susan A. Vallario, vice chair, Ramapo College Board of Trustees.

William F. Dator, chair of the Ramapo College Board of Trustees, added, "We must have the facilities that match our reputation. The Learning Commons will dramatically change the students' and faculty's scholarly pursuits on campus."

The project, led by architectural firm of Bohlin Cywinski, will address the infrastructure issues and increase the building's interior space from 60,000 to 80,000 square feet. The project will include increasing seating capacity by 65 percent, adding 19 new study rooms and flexible-use classroom space, and repurposing and modernizing computer and technology labs. The facility also will house archives, several special collections, the Gross Center for Holocaust and Genocide Studies, and the Krame Center for Mindful Living.

William Paterson University Center for Chinese Art to Celebrate 10th Anniversary with Exhibition of Chinese Printmaking

William Paterson University's Center for Chinese Art on September 9th is celebrating its 10th anniversary as the first nonprofit center for Chinese art in the United States that aims to academically promote cultural and artistic exchanges between the two countries. The 10th Anniversary Celebration Exhibition is Lines Crossing: Contemporary Chinese Printmaking, on view in the University Galleries in the Ben Shahn Center for the Visual Arts on campus from September 9 through October 18, 2019. Gallery hours are Monday through Friday from 10 a.m. to 5 p.m., and on select Saturdays (September 28 and October 12) and Sundays (October 20) from 10 a.m. to 1 p.m.

A special reception celebrating the 10th anniversary will be held on Monday, September 9 from 4 to 6 p.m. in the University Galleries. Admission is free and open to the public.

Lines Crossing: Contemporary Chinese Printmaking features artworks created by 20 Chinese printmakers and masters, who have won national and regional printmaking exhibition awards in China. Ranging from wood engravings to lithographs and intaglios, these artworks were created by a new generation of printmakers who are exploring innovative directions in a medium with an age-old legacy in China.

Arts in the exhibition include: Jingbo An, Ling Ban, En Hao, Xianwu Hu, Xun Li, Yanpeng Li, Lianfang Liang, Bo Liu, Gen Liu, Linge Liu, Yanfei Liu, Haonan Tan, Ruiqing Wang, Shuai Wang, Wufeng Yu, Minjie Zhang, Bin Zhou, Yunzhi Zhou, Hua Zhu, and Jianxiang Zhu.

The beginning of China's contemporary printmaking movement can be traced back to woodcuts introduced by Lu Xun in the 1930s, which sought subjective expression by subverting objective reproduction, says Zhiyuan Cong, William Paterson University professor of art and director of the Center for Chinese Art, who organized the exhibition in collaboration with Kristen Evangelista, director of the University Galleries.

Chinese printmaking has evolved over several generations, Cong explains. "These artists are not restricted by the means of expression but focus on the aesthetic tastes; they are not limited by the established types of prints, but seek to put more emphasis on personal expression," he says. "Their works set the path for, and lead the direction of, the continuing..."
The history of printmaking is also interconnected with the development of art, science, and technology, Cong adds. "From the Chinese invention of papermaking in the Eastern Han Dynasty (AD 25-220), to the development of movable type printing in the Northern Song Dynasty (AD 960-1127), engraving and color printing in the Ming Dynasty (AD 1368-1644), and the invention and development of European intaglio (15th century) and lithography (18th century), all these innovations demonstrate the influence and imprint of each era and impact of scientific development on the art of printmaking," he says. "The United States succeeded in becoming the world center of printmaking after the industrial revolution of the late 19th century, and later developments such as the photographic revolution of the 1930s, and now the rise of digital technology have had a significant impact on this art form. The exhibition explores the current status of printmaking in China, it's birthplace."

William Paterson University’s Center for Chinese Arts was established on September 9, 2009. Over the past decade, the center has offered courses, symposiums and exhibitions of Chinese art, presented numerous demonstrations and talks by renowned Chinese artists, and provided study abroad programs in China focused on Chinese art and culture, and has gained international recognition in art circles in both the United States and China.

The exhibition is one of three on view concurrently in the University Galleries. In the South Gallery, The World Through My Eyes: Celebrating the Legacy of Ben Shahn, a selection of works on paper by the social-realist artist Ben Shahn, commemorates the 50th anniversary of Ben Shahn’s passing and also the 40th anniversary of the University Galleries. In the East Gallery, Visiones Latinx: Selections from the Permanent Collection, showcases works on paper and artists' books by artists of Argentinian, Brazilian, Chilean, Cuban, and Mexican heritage.

The University Galleries' programs are also made possible in part by funds from the New Jersey State Council on the Arts. The William Paterson University Galleries are wheelchair-accessible. Large-print educational materials are available. For additional information, please call the William Paterson University Galleries at 973-720-2654.

NJASCU Alert
Financial Aid Shopping Sheet

Office of the Secretary of Higher Education (OSHE) and the Higher Education Student Assistance Authority (HESAA) Offer Guidelines on Complying with the Financial Aid Shopping Sheet Law

New Jersey Public Law 2019, c.201 was signed into law on July 30, 2019. This law requires all public and independent institutions of higher education and all proprietary institutions licensed by the Office of the Secretary of Higher Education to offer academic degrees to provide a financial aid "shopping sheet" to each prospective student as part of the institution’s financial aid offer to that student. This law takes effect for financial aid offers to students starting with the 2020-2021 academic year.

This guidance is designed to assist institutions in complying with this new law. All postsecondary education institutions covered by this law are required to provide this information to students using only one of the following two options:
Option A: the model Shopping Sheet prescribed by the N.J. Secretary of Higher Education; or
Option B: the most current financial aid shopping sheet developed by the U.S. Department of Education or the federal Consumer Financial Protection Bureau.

Option A

For Academic Year 2020-2021, the approved New Jersey Financial Aid Shopping Sheet, is on HESAA’s Publications page, or at these direct links to templates for Associate Degree-granting and Bachelor’s Degree-granting institutions. The New Jersey Financial Aid Shopping Sheet differs from the federal format described below as Option B, in that the New Jersey template provides more contextual information for students and the New Jersey financial aid community about how information should be presented in a way that most aligns with student needs.

While we now have finalized the approved form for Academic Year 2020-2021, we plan to continue working with students and other stakeholders to refine this format for Academic Year 2021-2022 and beyond.

New Jersey’s Financial Aid Shopping Sheet templates are formatted as fillable PDF documents to enable institutions to supply each student’s individual information and to insert institution-specific information at the top, bottom, and right side of the shopping sheet. When filling in the institution-specific metrics on the right side of the document, institutions should use data from the following official sources: IPEDS for Graduation Rates within 150% of normal time to degree; NSLDS for statistics on Median Borrowing and Repayment Rates; and the U.S. Department of Education’s Official Cohort Default Rate website for Three-Year Cohort Default Rates.

If you wish to customize the header of the New Jersey Financial Aid Shopping Sheet with your institution's logo and color scheme, please contact Jules Cornelious at jcornelious@hesaa.org for assistance.

Option B

For Academic Year 2020-2021, the most recently published "College Financing Plan" from the U.S. Department of Education, is available at https://ifap.ed.gov/eannouncements/011619CollegeFinancingPlansShoppingSheet1920.html.

Note: the U.S. Department of Education has indicated that the format of the College Financing Plan will be updated for 2020-2021. For purposes of compliance with P.L.2019, c.201, New Jersey institutions selecting Option B may use either the current federal College Financing Plan linked above or the successor template when the U.S. Department of Education publishes it.

To avoid confusion, institutions should NOT send students an additional document that is substantially similar to the shopping sheet. P.L.2019, c.201, section 2(a) states that "the purpose of the shopping sheet is to provide prospective students and their families with clear information on the costs, loan options, and estimated debt that the student will incur in attending the institution, and to allow students and families to easily evaluate and compare financial aid packages from different institutions." To comply with this legislative intent, institutions covered by this law should not supplement the shopping sheet (either Option A or Option B) with a separate, competing document that presents similar information (e.g., total costs, financial aid grants and scholarships, net costs, options for financing these costs, and institutional data on graduation rates, repayment rates, and student debt statistics) in a tabulation, worksheet, or another form similar to that of the required shopping sheet.
Institutions may choose to provide information to complement the shopping sheet and help students understand their financial aid offer package, such as next steps, financial aid policies, award acceptance deadlines, terms and conditions, verification procedures and billing information. For example, one institution in New Jersey currently provides their students with a video explaining the financial aid package. Please contact Hanifa Barnes at hberries@hesaa.org with any questions.

Note: New Jersey Issues

NJ Marijuana Legalization Bill is Revived, and Leaders Certain of its Passage by the End of 2019
www.Patch.com

For those universities that have invested in marijuana studies, the news is good. Top lawmakers say they’re reviving legislative efforts to legalize marijuana in New Jersey, and they’re ready to do it by the end of the year. Sources close to Senate President Steve Sweeney said lawmakers will make another run at it, perhaps during the lame-duck session between Election Day and January.

Note: National Issues

AASCU Urges Public Colleges and Universities to Advocate for a Permanent and Humane Resolution to DACA
www.ACEnet.edu

As we approach the second anniversary this September 5 of the administration’s announcement of its intent to terminate the Deferred Action for Childhood Arrivals (DACA) program, I (Mildred Garcia, president, American Association of State Colleges and Universities) want to inform you of a nationwide effort to urge Congress to finally act and resolve the plight of the nation's 2.1 million Dreamers many of whom are enrolled in your institutions.

AASCU and other higher education presidential associations are planning to submit a letter for institutional sign-ons in support of bipartisan legislative action on the Dream Act/DACA to Congress upon its return from the August recess. We are taking this action to communicate the strength and breadth of institutional support for Dreamers and DACA students across the country and to convey the urgency of congressional action as the Supreme Court reviews several appellate decisions currently preventing the termination of the program.

As a former university president, I understand the sensitive challenges that some of you may face in endorsing an explicit call to action on an issue that has, unfortunately, become over-politicized. If you do support the proper legislative authorization of the program- the absence of which has been the primary objection that opponents have cited for ending it - and are able to publicly add your institution's name to the letter, I strongly encourage you to endorse it.

The American Council on Education is coordinating this effort. To view the letter and to sign for your institution, please visit the organization’s website. The sign-on deadline is by noon on Friday, September 13.

If you or your institution would face a potential backlash for supporting the letter, however, you should feel free to skip this request. AASCU will continue to advocate on this issue on behalf of its membership.
Please be aware that AASCU will also submit its own separate letter asking for congressional action on the Dream Act. Please cite that letter if it helps you demonstrate how your institution supports Dreamers and DACA students.

In addition to this advocacy effort on behalf of the Dream Act and DACA students, AASCU is also involved in an inter-association collaboration to submit an amicus brief on the DACA cases pending before the U.S. Supreme Court, and we will continue to be engaged with the issue until it is satisfactorily resolved.

Once again, I encourage those of you who can sign the letter and would welcome any comments or advice you may wish to share with us.

Where Does Affirmative Action Leave Asian-Americans? A High-Profile Lawsuit Against Harvard is Forcing Students and Their Families to Choose Sides.
www.NYTimes.com

In 2014, an organization with the cryptic name Students for Fair Admissions filed a lawsuit against Harvard College on behalf of Asian-American applicants who claimed they had been victims of discrimination and bias. In August 2018, the Department of Justice filed a statement of interest in the case, arguing against Harvard's motion to dismiss it and claiming that "Harvard has failed to prove that its use of race survives strict scrutiny." Following all the attention the action received, the author of this article began asking Asian kids across the country about affirmative action, which was widely seen to be the real issue.

Paying for College is Contributing to the Insolvency of the Middle Class
www.NYTimes.com

Although middle-class families have long labored to help their children get educated, only recently has the struggle to pay for it - which can threaten the solvency of the family and cast children in the role of risky "investments" - transformed the character of family life. It is altering relationships between parents and children and forcing them to adjust their responsibilities to each other. The feeling of obligation is hardly illusory.

Decades ago, when organized labor was strong and manufacturing jobs were plentiful, a four-year college degree was not needed to achieve or maintain a middle-class life. But now college is virtually essential, not only because the degree serves as a job credential, but also because the experience gives young adults the knowledge and social skills they need to participate in middle-class communities.

The second moral trap occurs when children begin applying for college. As nearly every family told me, the parents and the children place enormous value on finding the "right" college. This is far more than finding an affordable place to study; it is about finding the environment that best promises to help build a social network, generate life and career opportunities and allow young adults to discover who they are. With so much at stake, parents and children prioritize the "right" school - and then find ways to meet the cost, no matter what it takes.
Enrollment, finances, immigration, Title IX free speech. Many of the issues expected at the top of college presidents' work lists are carryovers from last year, with a few new wrinkles.

Higher ed watched this summer as one public system reacted to drastic cuts in state funding. And college leaders raised yet more flags that the current political climate is threatening the supply of international students. Meanwhile, issues around Title IX are likely to heat up again with the expected release of new regulations this fall.

"It’s in many ways more of the same as well as a bunch of new complications," said Terry Hartle, senior vice president of government and public affairs at the American Council on Education (ACE).