



January 24, 2011

Working Group 3 Outline

Chapter 4. Standard 4: Leadership and Governance

Part 1— Introduction

- I. Précis: Planning for a Common NJIT Future
- II. An Overview of Group 3's Standard 4 Charge and Questions Addressed

Part 2—Self Study Inquiry and Outcomes

- I. The NJIT Leadership and Governance Process
 - A. History and Structure
 - 1. NJ State Government
 - 2. Governing Boards
 - a) Board of Trustees
 - b) Board of Overseers
 - 3. President
 - 4. Administrative Departments
 - 5. Faculty
 - a) Faculty Council
 - b) PSA
 - B. Governance
 - 1. Board of Trustees/Overseers bylaws
 - 2. Faculty Handbook
 - a) Current Version
 - b) Recent Updates
- II. The Assurance of Checks and Balances
 - A. Academic Governance (Provost web site)
 - 1. Major decisions affecting faculty and academic programs must be approved by faculty.
 - 2. Faculty Council—representative group of faculty
 - 3. Standing committees—handle administrative work as teams of faculty/staff
 - 4. Faculty Handbook
 - B. Administrative Processes
 - 1. Committee on Academic Affairs
 - 2. External Audit
 - C. Student Governance
 - 1. Graduate Student Association
 - 2. Student Senate
 - D. Public meetings of Board of Trustees

- III. Roles of the Governing Boards
 - A. Governing Board Roles
 1. Board of Trustees—selected by Governor, legal governing body for NJIT
 2. Board of Overseers—governing body for the Foundation at NJIT [501(c)3] fund-raising arm of the university
 - B. Challenges
 1. New ethics rules and NJ State oversight
 2. Strategic plan’s emphasis on sustaining a base of private support
 3. NJ State budget reductions
 - C. Meeting the challenges
- IV. Roles of Advisory Boards
 - A. Advisory Boards (or Boards of Visitors) serve in an advisory capacity—curricular, recruitment, marketing
 1. College/School Boards (CSLA, CoAD, SOM, CS, NCE)
 2. Alumni Board
 3. Honors College Board
 - B. Challenges
 1. New ethics rules and NJ State oversight
 2. Strategic plan’s emphasis on sustaining a base of private support
 3. New Alumni Association
 - C. Meeting the challenges
- V. Balance of Board Membership
 - A. Desired Balance
 - B. Board of Trustees
 1. Ex-Officio public sector (Gov. Christie, Mayor Booker)
 2. Six retirees from for-profit companies
 3. Three current members from for-profit companies
 4. One non-profit, one not-for-profit
 - C. Board of Overseers
 1. Thirty-six members
 2. Except for 5 from NJIT, only one from non-profit entity
 - D. Boards of Visitors
 1. NCE — 20 member board, most for-profit, one USAF, one public sector (Essex County), one not-for-profit
 2. CoAD — 19-member board, one non-profit
 3. CSLA — 12-member board, three non-profit (education)
 4. SOM — 18-member board, three non-profit, 3 unidentified
 5. CS — 24-member board, two non-profit
 6. Honors College – 30-member board, only two non-profit are from NJIT
 7. Alumni Association Board—31-member board, no company affiliations shown
 - E. Maintaining organizational and domain diversity
- VI. Leadership Processes

- A. Leadership as a core value
 - 1. Strategic Plan
 - a) Preparing graduates for leadership positions
 - b) National recognition in research, learning, diversity
 - 2. Leadership in P&T Process
 - 3. Athletics
 - a) Move to Division I
 - b) Leadership goals in NCAA Report
 - 4. Honors College Leadership Colloquia
 - B. Celebrating Leadership
 - 1. NJIT Presidential Leadership Award
 - 2. College and Board of Overseers Awards
 - a) Excellence in Service Awards
 - b) Excellence in Research Awards
 - C. Evidence of Leadership
 - 1. Community
 - a) Gateway Plan
 - b) Career Services site for civic engagement
 - 2. Research and Economic Development
 - a) Steady growth in research expenditures
 - b) Enterprise Development Center
 - 3. Education
 - a) Princeton Review's 2011 Edition of Best Colleges
 - b) Growth of new programs
 - D. Identifying Leadership Potential
 - 1. P&T process
 - 2. NSF Career Awards
 - 3. Merit review process
 - E. Developing Leadership Potential
 - 1. Mentoring in the P&T process
 - 2. Mentoring women and minorities (ADVANCE)
- VII. Gender, Diversity, and Leadership
- A. Gender and diversity as a core value
 - 1. Strategic Plan
 - 2. Provost diversity strategies
 - B. Murray Center for Women
 - 1. Report on Status of Women Faculty
 - 2. ADVANCE program
 - 3. Committee on Women's Issues
 - C. Effectiveness of Strategies
 - 1. NJ diversity ratios vs. NJIT student and faculty ratios
 - 2. Diversity in Leadership positions at NJIT
 - 3. Efforts to affect ratios
 - a) Mentoring women
 - b) Mentoring minorities

- VIII. Communication Processes
 - A. Communicating with the Board of Trustees
 - 1. Regular meetings
 - a) Open public meetings
 - b) Public participation procedure
 - c) Annual budget meeting
 - 2. Through the chain of command
 - B. Communicating with Advisory Boards
 - 1. Annual meeting on Advisory Board day
 - 2. Communicating at other times varies by board
 - C. Effectiveness of Communication Strategies
 - 1. Tally of public participation at BoT meetings
 - 2. Engagement of advisory board members

Part 3—Critical Analysis and Conclusions

Part 4—Collaboration with other Working Groups

Part 5—Recommendations for Improvement



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Working Group 3 Outline

Chapter 5: Standard 5: Administration

Part 1— Introduction

- I. Précis: The NJIT Reporting Structure
- II. An Overview of Group 3's Standard 5 Charge and Questions Addressed

Part 2—Self Study Inquiry and Outcomes

- I. The NJIT Administrative Structure
 - A. Current Structure and Challenges
 - 1. Office of the President, Robert Altenkirch
 - a) Actively involved, with many offices reporting directly to the President
 - b) Declining state budgets
 - c) Gateway Plan
 - 2. Academic Affairs, Provost Ian Gatley
 - a) Declining budgets and interim deans/chairs
 - b) Growth as called for in Strategic Plan (11,000 students)
 - c) Growth in new programs
 - 3. Research Administration, Sr. VP Donald Sebastian, and Provost Ian Gatley
 - a) Increasing research expenditures—work load
 - b) Increasing government regulations
 - c) Centers reporting through Deans, vs. to Sebastian
 - d) New BANNER grants/contracts system
 - 4. Fiscal Administration, Sr. VP Henry Mauermeyer
 - a) Facilities pressure due to student and research growth
 - b) New Central High acquisition
 - c) NJIT Credit Rating
 - d) New BANNER accounting system
 - 5. Academic and Student Services, VP Joel Bloom
 - a) Course Scheduling, facilities, and growth
 - b) Dean of students: growth in student numbers, and integrity issues
 - c) New BANNER student records system
 - 6. University Advancement, VP Charles Dees
 - a) Strategic Plan emphasis on private support
 - b) Importance of branding, web and media presence
 - c) Capital campaign

7. Human Resources, VP Theodore Johnson
 - a) New, state-mandated emphasis on ethics procedures
 - b) Training and workplace guidelines/regulations
 - c) New BANNER HR system
- B. Most Significant Changes
 1. Ethics liaison officer
 2. BANNER system
 3. Student growth (following strategic plan)
 - a) New degree programs
 - b) Creation of College of Architecture & Design
 - c) Creation of Assoc. Provost position
 - d) New Biology department
 4. Changes to Graduate Studies
 - a) Financial and HR duties transferred to those offices,
 - b) International students and faculty split between UG and Grad/Faculty
 5. Changes to and growth in communication/web services
 6. Relationship with St. Georges
- II. Strategic Planning and Administrative Needs
 - A. 2004 Strategic Plan
 1. Focus on core program of Architecture resulted in CoAD
 2. Enhancing the quality of life and focus on student was behind Gateway Plan and beautification of campus
 3. Call for increase in diversity of faculty (added in 2005) resulted in program and budget for women and minority faculty searches
 - B. 2010 Strategic Plan
 1. Call for increase in numbers of students spurred acquisition of Central High, new degree programs, CoAD
 2. Emphasis on life sciences resulted in Biology department, St. Georges, new programs such as Biochemistry, Biophysics, etc.
- III. Administrative Functions and Enrollment Growth
 - A. Total enrollment declined 2001-2006, but is now increasing
 - B. Concerted effort to grow enrollment to 11,000 by 2015.
 1. Creation of new programs
 2. Life-science emphasis
 3. Adding digital/computing emphasis on traditional disciplines
 4. Branding and “strategic communication”
 5. BANNER systems
 6. Central High and Gateway Plan
 - C. Attention to student diversity, especially gender diversity
 1. Creation of School of Art and Design
 2. Emphasis on biological sciences
- IV. Administrative Effectiveness of Institutional Units
 - A. Student satisfaction surveys

1. Done yearly
2. Results presented at CAA and other administrative meetings
- B. Faculty satisfaction survey
 1. Only the 2005 survey on status of women is available
- C. Evaluation of upper administration
 1. Done every 3 years as mandated by Faculty Handbook
 2. Results, even in aggregate, are only known by President and those he wishes to share them with.
 3. No evaluation of middle-administration
- D. University Audits
 1. Types of audits are financial, operational/compliance, systems, and forensic
 2. Choice of audits start with risk assessment plan
 3. A master audit plan is developed and updated on annual basis
 4. Audit is conducted in priority order, and reports include findings, recommendations, and sections for responses.
 5. The auditee is responsible for completing the Management Action Plan (MAP), to take corrective action or other response.
- E. Metrics in evaluating Deans (requires further information/documentation)
- V. Administrative Structure and the Facilitation of Productivity
 - A. Strategic Planning
 1. Designed to facilitate productivity
 2. Results in financial support and other resources for strategic goals
 3. Includes tactics document
 - B. Improving faculty and staff productivity
 1. Research office aid in grant writing and other services
 2. New employee training
 3. Teaching, Learning and Technology workshops
 4. Provost's workshop series
 5. Student evaluations for teaching improvement
 6. Career Services civic engagement
 7. P&T and merit evaluation of faculty and staff productivity
 8. Enterprise Development Center

Part 3—Critical Analysis and Conclusions

Part 4—Collaboration with other Working Groups

Part 5—Recommendations for Improvement



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Working Group 3 Outline

Chapter 6: Standard 6: Integrity

Part 1— Introduction

- I. Précis: The NJIT Model of Integrity
- II. An Overview of Group 3's Standard 6 Charge and Questions Addressed

Part 2—Self Study Inquiry and Outcomes

- I. NJIT Core Values: Excellence, Integrity, Student-Centeredness, Civility, and Diversity
 - A. Integrity as a Core Value across the Spectrum
 1. Strategic Plan Core Value
 2. President's Commencement Remarks
 3. Career Development Services
 4. NJ Uniform Code of Ethics
 5. University Code on Academic Integrity
 6. Library Code of Conduct
 7. Guidelines for Responsible Use of Computer Resources
 - B. Strategies
 1. Ethics Liaison
 - a) Provides training
 - b) Requires employees to submit forms
 2. Written policies
 3. Faculty and Staff orientation
 4. Student orientation
 5. Student Senate advocacy
 6. Use of Turn-it-in.com to guard against plagiarism
- II. Benchmarking the NJIT Model of Integrity
 - A. IRB Policy
 1. Requires that welfare of participants is put ahead of institutional or researcher interests.
 2. Requires that financial interests are disclosed
 3. Puts in place a review process for determining conflicts of interest
 - B. Sponsored Programs, Contracts and Grants, Accounts Payable
 1. Scrutinizes research expenditures, travel expenditures
 2. Checks for other appearance of conflict of interest
 - C. Human Resources
 1. Ethics Liaison
 - a) Provides reminders of ethical conduct/training

- b) Requires forms for disclosure of activities
 - 2. Scrutinizes hiring practices
 - 3. Maintains integrity in the workplace
 - a) New employee training
 - b) Policies on sexual harassment
 - D. Dean of Students
 - 1. Provides University Code on Academic Integrity
 - 2. Provides mechanism for policing student integrity
- III. Role of the Ethics Liaison Officer
 - A. New Hire Orientation
 - B. Mandatory Ethics Training
 - 1. Faculty specific
 - 2. Adjunct specific
 - 3. Staff specific
 - 4. BoT specific
 - C. Constant monitoring through reporting requirements
 - 1. Personal and business disclosure
 - 2. Reporting attendance at events
 - 3. Scholarly capacity disclosure
 - 4. Financial disclosure statement
 - 5. BoT conflict of interest disclosure
 - D. Ethics Newsletter
 - E. Human Resources Newsletter
 - F. Awareness Campaign
 - G. Ethics Reporting Mechanism
 - H. Recusal Process
- IV. Fostering, Assessing, and Sustaining the Core Values
 - A. New Hire Orientation
 - 1. Faculty Specific Program
 - 2. Administrative Specific Program
 - B. Mandatory Ethics Education
 - 1. Faculty Specific Module
 - 2. Adjunct Specific Module
 - 3. Administrative Specific Module
 - 4. Board of Trustee Specific Module
 - C. Sexual Harassment Training
 - D. Dissemination of Information
 - 1. CEPA (Conscientious Employee Protection Act) yearly to all employees
 - 2. Dissemination of the State Uniform Ethics Code (receipt req'd)
 - 3. Dissemination of the New Jersey Supplemental Ethics Code (receipt req'd)
 - E. Disclosures

1. Outside Activity Disclosure Form listing outside activities or certifying that the employee has none
 2. Personal and Business Disclosure for any employee who has involvement in the procurement process
 3. Scholarly Capacity Disclosure for faculty of any benefit they received during the calendar year for conducting scholarly capacity activities, i.e. honorarium
 4. Financial Disclosure Statements (President, BOT)
 5. Attendance at Events Form for events outside of the workplace and identifying purpose, who is sponsoring, etc.
- F. Newsletters (Ethics, Human Resources)
- V. Fostering Diversity
- A. Sexual Harrassment
1. Written policy, accessible on web site and publicized in every training seminar
 2. Zero-tolerance
 3. Statistics of discrimination and sexual assault crimes published yearly
- B. Fostering Climate of Acceptance
1. Availability of social events for women, minorities, culturally diverse population
 2. Student satisfaction survey (for past 3 years) includes questions about
 - a) Feeling of community on campus
 - b) Availability of cultural and social events
 - c) Fairness of rules concerning student conduct
 3. Committee on Women's Issues
- C. Tactics for Strategic Plan
1. Actively recruit women and minority faculty
 - a) Establish faculty diversity committee (similar to committee on women's issues)
 - b) Identify specific obstacles in recruitment, interview, hiring process
 2. Improve enrollment mix, retention and graduation
- VI. Integrity and the Faculty Review Process
- A. Search procedure in the Faculty Handbook
1. The current handbook has no procedure for faculty search.
 2. New handbook language mentions faculty search, but gives no guidance.
- B. Promotion & Tenure
1. Third-year Review
 2. Role of Department P&T Committee
 3. Role of Institute P&T Committee

4. Role of Administration
- C. Retention and Mentoring
 1. No uniform policy exists
 2. Some departments (e.g. Physics, Math) have a uniform mentoring policy, with each new hire assigned to a Full Professor for guiding through the tenure process, teaching and research issues.
 3. Third-year Review can be used as a mid-course correction, if necessary
- D. Compensation (Merit)
 1. Merit criteria have been the purview of individual departments.
 2. The PSA agreement provides rules for a grievance process
 3. A new merit process is being established for the 2009/2010 academic year, that is more uniform across departments
 4. A portion of merit is available for distribution by the Deans, without written criteria for applying it.
- VII. Integrity and Campus Culture
 - A. University Code of Academic Integrity
 1. Created 2008/2009 by honor code task force
 2. Lead by students, for students
 3. Creates a clear and effective consequence of code violations, through creation of the XF grade
 4. Responsibilities of faculty
 - a) Communicate integrity policy and expectations
 - b) Assist in training new faculty/instructors in policy
 - c) Provide an environment that contributes to ethical behavior
 - d) Report violations to Dean of Students
 5. Dean of Students Role
 - a) Reporting of violations by students is kept anonymous
 - b) Coordinate gathering of information
 - c) Bring reports of violations to Committee on Professional Conduct
 - B. Honor Commission
 1. Members are students, faculty and administrators
 2. Create programs and publicity to promote principles of academic integrity
 3. Assist in seminar on academic integrity
 4. Keep issues of academic integrity in the forefront of faculty and student organizations
 - C. NCAA Emphasis on Integrity
 1. Academic Integrity is one of the operating principles of the NCAA Certification Self-Study
 2. Organization of the NJIT Athletics department was built around ensuring high academic standards for its student-athletes
- VIII. Integrity and the Graduated Student

- A. National Organizations
 - 1. Center for Academic Integrity (www.academicintegrity.org) provides survey and assessment materials for conducting an assessment of integrity on your campus. NJIT is not a member.
 - 2. Association for Student Judicial Affairs/Association for Student Conduct Administration (www.theasca.org), is an organization for administrators engaged in adjudicating integrity violations.
- B. Virtual Academic Integrity Lab (University of Maryland)
 - 1. Online resources for both students and educators to combat plagiarism and other academic misconduct
 - 2. Could be used as a training exercise.
- C. Compared to other technology schools (Stevens, RIT, MIT, Caltech, Georgia Tech), NJIT's "University Code on Academic Integrity" sets forth a clear and concise code of conduct, and easily understood and enforced consequences.

Part 3—Critical Analysis and Conclusions

Part 4—Collaboration with other Working Groups

Part 5—Recommendations for Improvement