

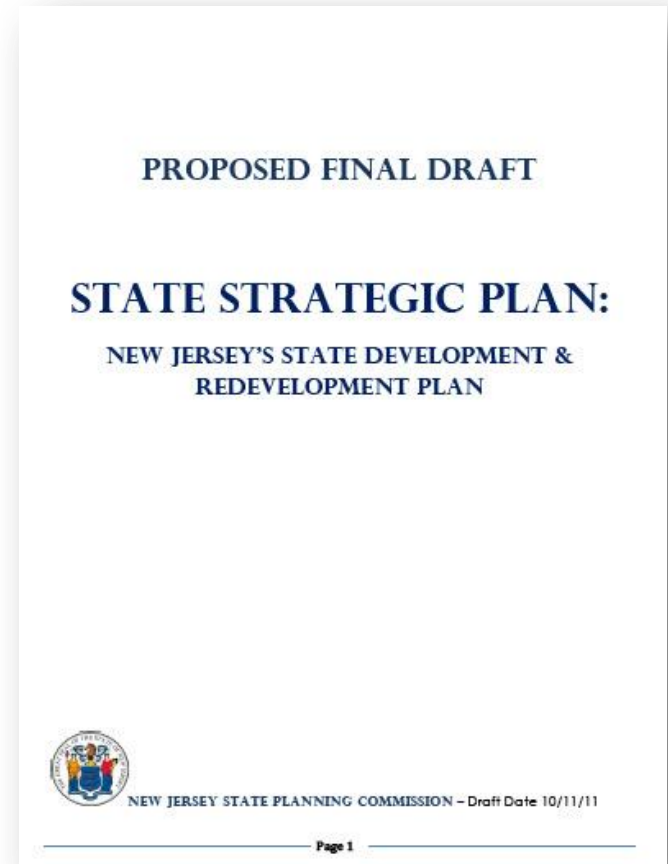
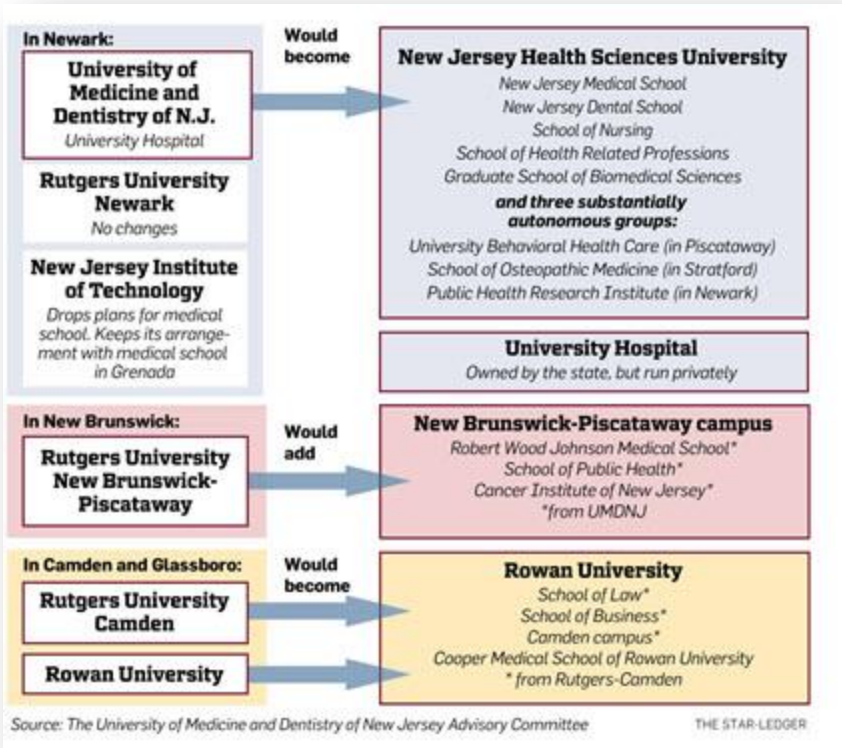
Report on NJIT Self-Study: Lockdown and Preparing for Team Visit

Presentation to the RASC

February 1, 2012

Norbert Elliot and Judith Redling

Recent State Events

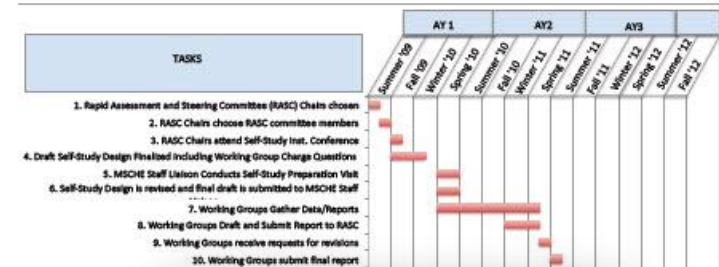


The Timeline: Fall 2009 through Spring 2012

- Initiation: Fall 2009-Spring 2010
- Organization: Fall 2010-Spring 2011
- Delivery: Fall 2011-Spring 2012

**Lockdown:
February 12, 2012**

**Team Visit:
April 1-4, 2012**



MSA Middle States Commission on Higher Education
 2624 Market Street, Philadelphia, PA 19184-2688. Tel: 215-264-8899 Fax: 215-643-8861
 www.msche.org

Evaluation Visit Roster
 Roster # 33379

Evaluation Team Visit to:
NEW JERSEY INSTITUTE OF TECHNOLOGY
 University Heights
 Newark, New Jersey 07102-1982

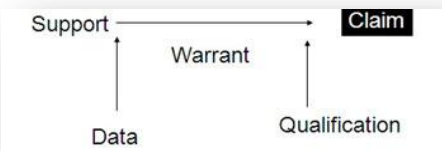
Time and Date:
 Sunday afternoon through Wednesday afternoon
 APRIL 1 - 4, 2012

The Team:

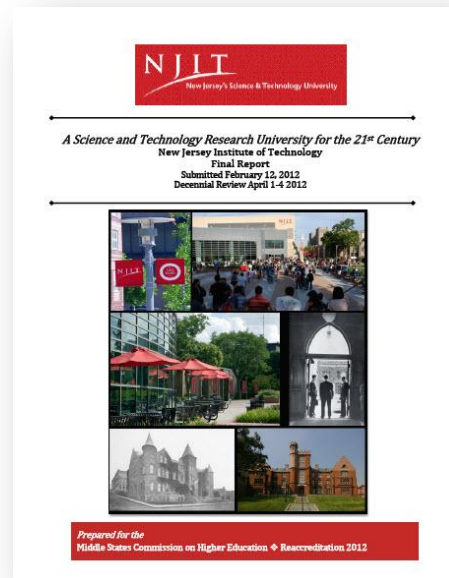
- Robert Palazzo,** Provost, Professor of Biology, Rensselaer Polytechnic Institute, Department of Biology, 1W14 Jonsson-Rowland Science Center, 110 Eighth Street, Troy, NY 12180-3590 - **CHAIR**
 E-mail: palazz@rpi.edu Phone: 518-276-8031
- Ellen T. Baird,** Professor, Department of Art History (will retire 12/11 - Professor Emeritus), University of Illinois at Chicago, 311a Henry Hall, 935 W. Harrison Street, M/C 201, Chicago, IL 60607
 E-mail: ebaird@uic.edu Phone: 312-996-3342
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MAILING ADDRESS: 3 Suffolk Down Shoreham, NY 11786
 E-mail: robert.kerber@stonybrook.edu Phone: 631-821-0423

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.

Final Steps: February 1, 2012 to February 12, 2012



- Strengthen Evidence Base to Enhance Claims
 - Digital Archive
 - Hypertext Version of Report



Final Steps: February 1, 2012 to February 12, 2012

- Review print version of *A Science and Technology Research University for the 21st Century*
 - Cannot add text without removal
 - Check recommendations
 - Ensure currency of information *through fall of 2011*
- Signal key links for HTML version of document
 - Material for public access
 - Movement from digital archive to public access
- Check digital database
 - Key documents in place

Final Steps: February 1, 2012 to February 12, 2012

- Prepare page briefing documents as needed
 - Content: Key information
 - Design: Purpose, Scene, Act, Agency

Fall 2010 Portfolio Assessment (EPortfolio)

Please evaluate the EPortfolio with attention to the variables identified below:

1. Rhetorical Knowledge, 2. Critical Thinking, 3. Writing Process, 4. Knowledge of Conventions, 5. Composing in Electronic Environment.

After you have scored these variables, provide a Holistic Score.

1. Rhetorical Knowledge. The contents of the portfolio demonstrate that the student has considered carefully form, purpose, and audience in preparing the portfolio.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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2. Critical Thinking. The contents of the portfolio demonstrate that the student has used writing for inquiry, learning, reflecting, and communicating.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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3. Writing Processes. The contents of the portfolio demonstrate that the student was able to generate, revise, edit, and proofread a successful text.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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4. Knowledge of Conventions. The contents of the portfolio demonstrate that the student has control of features such as syntax, grammar, punctuation, and spelling.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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5. Composing in Electronic Environments. The contents of the portfolio demonstrate that the student has understood and exploited various rhetorical strategies available for both print and electronic work.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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6. Holistic Score

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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Ethics Relations

Ethics Training

The New Jersey Conflicts of Interest Law requires that all NJT employees participate in mandatory ethics training. The State of New Jersey Ethics Commission (SEC) has developed a training program. This training is available on-line and will be offered in classroom setting sessions.

"In the attitude of silence the soul finds the path in a clearer light, and what is elusive and deceptive resolves itself into crystal clearness. Our life is a long and arduous quest after Truth."

- Mahatma Gandhi

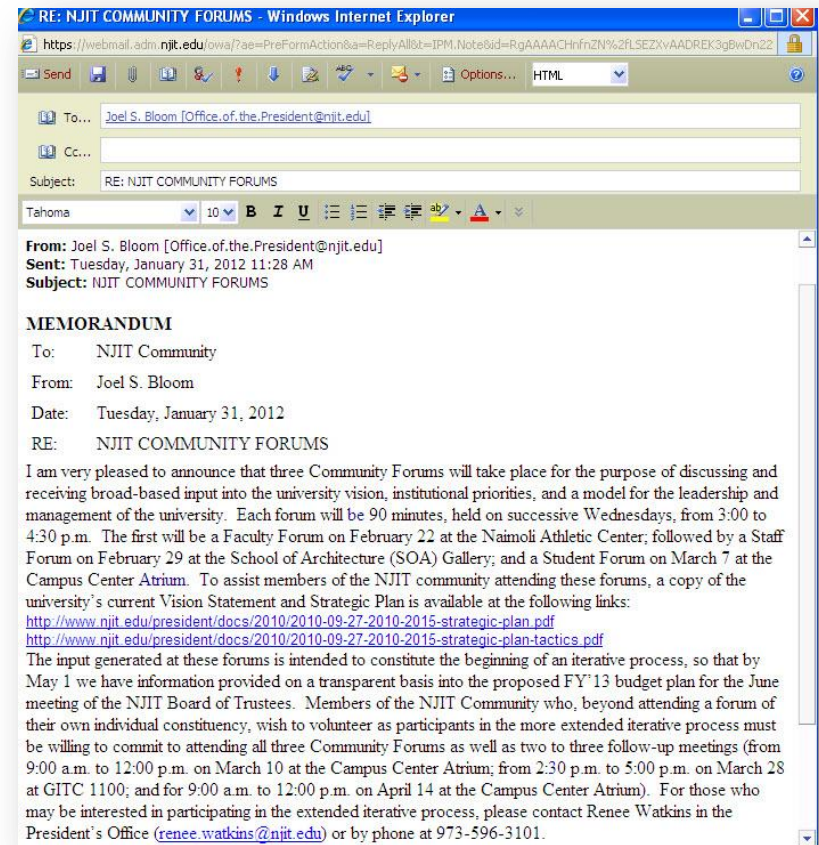
Reporting Concerns

The New Jersey Institute of Technology is dedicated to an environment of ethical and lawful business conduct, and one in which employees are free to bring forth concerns or to report in good faith suspected wrongdoing without fear of retaliation. As part of its commitment, NJIT encourages and expects all employees to adhere to the highest level of ethical standards and business practices, and to report any suspected wrongdoing or conduct violative of the Conflicts of Interest Law, Ethics Regulations, Uniform Code of Ethics, or other law, regulation or policy. Concerns may be brought to Jean Finney, the Ethics Liaison Officer, or be made anonymously through the website, <http://ethics.njit.edu>.

NJIT does not tolerate retaliation in any form. NJIT prohibits retaliation against any employee who in good faith reported a suspected wrongdoing to the University.

Next Steps: February 12, 2012 to April 1, 2012

- Continue working with key shareholders (faculty and instructional staff, students, administrators, boards)
- Prepare master schedule for class, laboratory, and studio visits
- Supply additional documents for hypermedia
- Strengthen podcast series
- Prepare posters for each standard

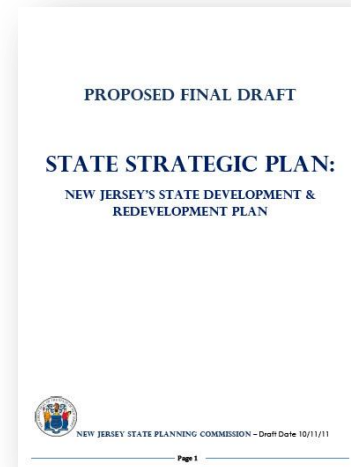
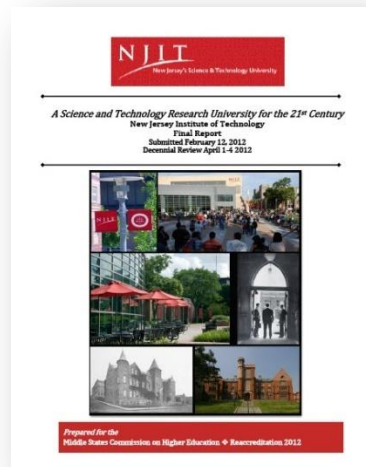
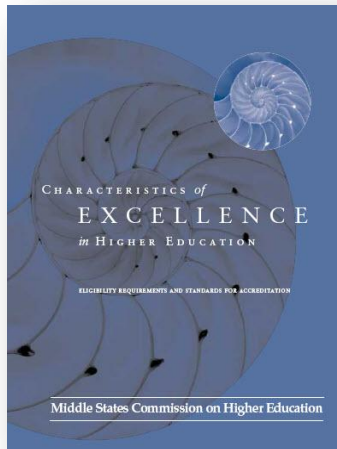


Challenges: Identification of Barriers

- **Mission:** Meet challenges of level of state funding, rapidly changing professional landscape, new student demographics, and emerging political currents
- **Resource allocation:** Strengthen interrelationships among institutional, operational, and unit-level planning goals
- **Institutional resources:** Improve awareness of processes associated with tracking, monitoring, and reporting budget allocations that impact human resources, technological resources, and facilities
- **Leadership:** Continue shared governance initiative
- **Institutional Assessment:** Deepen use of benchmark universities
- **Retention:** Increase first-year retention and graduation rate through attention to a common first-year experience and GUR delivery
- **Student Support Services:** Integrate into academic programs
- **Faculty:** Ensure success with Phase I of hiring plan; advance diversity in women faculty and instructional staff
- **Student Learning Assessment:** Deploy the existing model and strengthening the culture of measurement and accountability

Resolution: Capacity of Design

- Assessment of institutional context and educational effectiveness documents that NJIT has in place the systems necessary to ensure mission articulation.
- Through its mission of service, education, research, and economic development, NJIT has focused its policies and investments on vibrant activities that preserve the New Jersey's critical resources.



The Road Ahead

- ✓ A collaborative process
 - ✓ Preparing for visit
- ✓ A documentary process
 - ✓ Strengthening the evidence base
- ✓ A generative process
 - ✓ Implementing permanent, sustainable change

