Appendix 6-1

Board Corrected Resolution and Public Sessions Minutes (5/21/12).

12-05-21-1695

KEAN UNIVERSITY
UNION, NEW JERSEY

AMENDED RESOLUTION DIRECTING THE PRESIDENT AND/OR HIS DESIGNEES TO ESTABLISH AND IMPLEMENT VARIOUS ASSESSMENT PROGRAMS IN RESPONSE TO THE 2011 MIDDLE STATES REPORT

WHEREAS: The Board adopted resolution number 11-06-27-1648 at its June 27, 2011 public meeting and has determined said resolution requires amendment in order to accurately set forth the initial determination of the Middle States Commission on Higher Education as to accreditation;

WHEREAS: The Board recognizes the need to make significant improvement in these areas in order to keep Kean University competitive and well-positioned as a university of choice in the field of higher education; and

WHEREAS: The Board of Trustees recognizes that an established system of assessment for personnel, students and programs will provide a means for measuring success, identifying areas of deficiency, and creating an atmosphere of transparency and accountability; now, therefore, be it

RESOLVED: That the Board of Trustees directs the President and/or his designee to establish and implement a program of annual assessment for every employee of Kean University including managers, faculty members and all employees covered by collective bargaining agreements; and be it further

RESOLVED: That the Board of Trustees directs the President and/or his designee to establish and implement a comprehensive system of program assessment which requires every University program, be it academic, athletic, advisory or otherwise, to be evaluated every three years to determine if it meets with the mission and objectives of the University; and be it further

RESOLVED: That the Board of Trustees directs the President and/or his designee to also establish and implement a program of student outcome assessments; and be it further

RESOLVED: That the Board of Trustees directs the President and or his designee to report to the board on an annual basis the status of these assessment programs.

RESOLUTION
ADOPTED
NUNC PRO TUNC: May 21, 2012

DULY
CERTIFIED: May 21, 2012

Audrey M. Kelly
Executive Assistant to the Board of Trustees

APPROVED

FOR PUBLIC RELEASE

KEAN UNIVERSITY BOARD OF TRUSTEES

MINUTES – PUBLIC SESSION

MONDAY, MAY 21, 2012

4 p.m. KEAN HALL CONFERENCE CENTER, KEAN HALL

PRESENT: Ada Morell, Board Chair; Helyn Payne Baltimore, Robert Cockren, Michael D'Agostino, Gene Enlow, Linda Lewis, Dr. Lamont Repollet, Barbara Sobel, Donald Soriero, Richard Trabert; Student Trustee Jonathan Lopez, Alternate Student Trustee Steven Barandica, Trustee Emeritus Lowell Harwood, Dr. Dawood Farahi, President; Board Secretary Audrey Kelly

OTHERS PRESENT: Philip Connelly, Dr. Jeffrey Toney, Dr. Kristie Reilly, Ms. Janice Murray-Laury, Michael Tripodi, Michelle Freestone

1. **ROLL CALL**
   Ms. Kelly called the roll and reported a quorum was present.

2. **STATEMENT OF COMPLIANCE – OPEN PUBLIC MEETINGS ACT**
   Ms. Kelly read the statement of compliance and reported the meeting had been properly advertised and was in compliance with the Open Public Meetings Act.

3. **APPROVAL OF MINUTES – MARCH 5, 2012**
   Chair Morell requested a motion for approval of the minutes of the Kean University Board of Trustees Public Meetings held on March 5, 2012. A motion to approve the minutes was made, seconded and approved by the full board.

4. **CHAIRMAN'S REPORT**
   Chair Morell asked each of the committee chairs to report briefly on the items before the Board for consideration at this meeting.

   Trustee Repollet reported the Academic Policy and Programs Committee and the Student and University Affairs committees met jointly on May 18, 2012 and reviewed recommendations for faculty personnel actions, professors emeriti, and the award of a posthumous degrees. These items will be presented to the full board for consideration.

   Trustee Soriero reported the Legal and Personnel Committee met on May 18, 2012 and discussed recommendations for professional staff and administrative appointments. These items will be presented to the full board for consideration. Additionally, the committee discussed the university litigation report and the NCAA findings and corrective actions.

   Trustee D'Agostino reported the Facilities and Maintenance Committee met jointly

with the Finance Committee to consider three bid waiver resolutions and a resolution authorizing the submission of the grant with the state of NJ. The committee also discussed campus planning projects.

Chair Morell congratulated everyone who attended the 2012 Commencement ceremonies, and offered particular accolades to Drs. Farahi and Lorenzet for seeing Kean's first doctoral students earn their degrees. The Chair also reminded everyone that the Kean Gala, honoring Trustee Barbara Sobel and her husband, Ambassador Cliff Sobel, will take place on June 7th and she encouraged the audience and board to participate.

Chair Morell noted for the record she received correspondence from Dr. Barry Mascari, outgoing chair of the University Senate, requesting an extension of time to complete the Senate's review of the university's updated Academic Integrity Policy. She reported that the deadline would be extended until June 15th, with board action scheduled for June 25, 2012.

5. PRESIDENT'S REPORT

Dr. Farahi welcomed Dr. Jon Erickson from the public administration program as the new University Senate representative to the Board meeting.

The President reported that the university held Faculty/Student research days in April, and that many of the posters lining the room and the hallways in Kean Hall were created by students engaged in such research and are representative of the tremendous work underway at Kean. The President introduced Ms. Susan Gannon, director of the Office of Research and Sponsored Programs, to provide a brief overview. Ms. Gannon gave an overview of the initiative and introduced this year's undergraduate and graduate student winners (Kimberly Crespo and Amanda Maddox) for brief presentations.

The President introduced Distinguished Professor Robin Landa of the Robert Busch School of Design to share with the board and public some of the recent successes of her students. Professor Landa introduced six of her students who recently had been invited to present at a prestigious, national design conference. The students shared with the board and the public their comments on the design program, and passed around their portfolios for the board to review.

The President welcomed Professor Norma Bowe and some of her "Be the Change" students, who described for the board their recent programs and volunteer efforts. In particular, Professor Bowe reported on a Kean alum who donated the funds and services need to create a beautiful new "Memory Garden" near Downs Hall on campus for students, staff, faculty and the community to go to remember loved ones they lost.

6. PUBLIC COMMENTS

The Board received public comments from the following people: Camila Bermudez, Jesus Diaz, Bert Wailoo, James Castiglione, Emily Filardo and Kathleen Henderson. Copies of these speakers' comments, where provided, will be filed with the minutes.

7. RESOLUTION ADVISING THE PUBLIC OF A CLOSED SESSION

Ms. Kelly read the resolution advising the public of a closed session of the Kean University Board of Trustees on Monday, May 21, 2012. Chair Morell requested a motion to approve the resolution. A motion was made, seconded and the resolution was unanimously approved by the board.

8. EXECUTIVE SESSION

The Board entered executive session at approximately 5:15 p.m.
The Board returned from executive session at approximately 7:45 p.m.

Trustee Barbara Sobel was not present when the board returned to public session and did not vote on the resolutions presented.

9. REPORT OF THE ACADEMIC POLICY AND PROGRAMS COMMITTEE

Trustee Repollet presented the following items for approval by the Board:

9.1 Personnel Actions—Faculty
9.2 Executive Directors' Faculty Reappointments
9.3 Resolution Authorizing the Award of a Posthumous Degree to Michael Yurkow
9.4 Professors Emeriti
- Dr. Linda Best, English
- Dr. Shelby Cohen, Education
- Dr. Marjorie Kelly, Education

A motion was made, seconded and the personnel actions resolutions were approved by the full Board.

10. REPORT OF THE LEGAL AND PERSONNEL COMMITTEE

Trustee Soriero presented the following items for approval by the Board:

10.1 Personnel Actions—Administrative
10.2 President's Nomination of Professional Staff for Reappointment/Non-reappointment
10.3 Resolution Authorizing the Waiver of Public Advertising and Bidding

Professional Services	Not to Exceed
Hill International, Inc.	$105,000

A motion was made, seconded and the personnel actions and resolution were approved by the Board.

11. REPORT OF THE JOINT MEETING OF THE FACILITIES AND MAINTENANCE AND FINANCE COMMITTEES

Trustee D'Agostino presented the following items for approval by the Board:

11.1 Resolution Authorizing the Waiver of Public Bidding for Specified Services for FY2012

Emergency Repairs	Not to Exceed
Westside Plumbing	$35,000
Aggreko, LLC	$50,000

	Information Technology	Not to Exceed
11.2	Dean Evans & Associates (EMS)	$115,000

11.3 Resolution Authorizing the Submission of a Grant Application with the NJ Department of Education

A motion was made, seconded and the resolutions were approved by the Board.

12. AMENDED RESOLUTION DIRECTING THE PRESIDENT AND/OR HIS DESIGNEES TO ESTABLISH AND IMPLEMENT VARIOUS PROGRAMS IN RESPONSE TO THE 2011 MIDDLE STATES REPORT

Chair Morell noted that the April 2012 Visiting Team for the Middle States Commission on Higher Education requested a correction to a board resolution adopted in June 2011, which is the resolution now before the board.

A motion was made, seconded and the corrected resolution was approved by the Board. Chair Morell directed Ms. Kelly to send the corrected resolution to the MSCHE immediately following the meeting.

13. ADJOURNMENT

There being no further business before the board, Chair Morell adjourned the meeting at 8 p.m.

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Appendix 6-2

Board of Trustees Resolution and the revised Academic Integrity Policy.

12-06-25-1708

KEAN UNIVERSITY
UNION, NEW JERSEY

A RESOLUTION APPROVING AND ADOPTING THE REVISED KEAN UNIVERSITY ACADEMIC INTEGRITY POLICY

WHEREAS: The Board of Trustees recognizes that academic integrity is at the heart of intellectual life; and

WHEREAS: The Board of Trustees on February 15, 2012 directed the Office of Academic Affairs to work with the University Senate to develop and propose a more robust, comprehensive edition of the Kean University Academic Integrity Policy; and

WHEREAS: The Office of Academic Affairs worked cooperatively and collegially with the University Senate on the framework for the University's new Academic Integrity Policy; and

WHEREAS: The Board of Trustees believes the proposed policy embodies the standards and commitments to academic integrity required at Kean University; now, therefore, be it

RESOLVED: That the Board of Trustees approves the revised edition of the Kean University Academic Integrity Policy, a copy of which is attached hereto; and be it further

RESOLVED: That the Board of Trustees authorizes the Executive Vice President for Operations to complete such negotiations with the designated representatives of the relevant collective negotiations unit(s) as may be required by law for the Academic Integrity Policy; and be it further

RESOLVED: That the Board of Trustees commends the University Senate and the Office of Academic Affairs for their work in jointly developing this critical policy.

RESOLUTION ADOPTED: June 25, 2012

DULY CERTIFIED: June 25, 2012

Audrey M. Kelly
Executive Director to the Board of Trustees

WORLD-CLASS
EDUCATION

ACADEMIC INTEGRITY POLICY

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KEAN UNIVERSITY

ACADEMIC INTEGRITY POLICY

PREFACE

Kean University is aware of and sensitive to the pressures exerted by peers and family, work environment, the academic process, and society in general, and is committed to creating an environment in which academic integrity is supported and academic dishonesty is not tolerated. To that end, the University has taken steps to ensure that all members of the academic community are fully aware of the Academic Integrity Policy by: widely distributing the policy, posting it on the University's Web site, identifying material on all course syllabi, and provide training to increase awareness of Academic Integrity issues among all members of the Kean University Community.

Thus, administrators, staff, Board of Trustees Members, and faculty at Kean University have an obligation to support academic integrity by ensuring that all members of the University community understand:

- What constitutes academic integrity
- How to prevent academic dishonesty
- What sanctions are imposed for academic dishonesty
- What consequences ensue as a result of such sanctions, and
- What process is used to impose those sanctions

All members of the Kean Community shall actively engage in the academic process. In order to ensure compliance with the Academic Integrity Policy, administrators, faculty, staff, librarians, and students should:

- Represent their identity truthfully in all situations
- Protect their materials, including papers, tests, and other academic exercises, from unauthorized access
- Protect their means of access to resources, including computer passwords and library access codes, from unauthorized use of the system
- Respect the work of others by acknowledging their words, ideas, opinions, theories, data, programs, and other intellectual material in accordance with the guidelines of the discipline or other faculty instruction
- Report data or source information accurately
- Refuse to participate in activities that violate the Academic Integrity Policy
- Read, understand, and comply with the code of ethics and/or clinical code of their chosen discipline, and

- Represent their mastery of material truthfully and accurately.

ACADEMIC INTEGRITY PRINCIPLES AND VALUES

Kean University is committed to nurturing the growth of intellectual reasoning, academic and professional values, individual ethics and social responsibility in all members of the campus community. Kean University provides academically rigorous undergraduate and graduate programs that adhere to the twin principles of honesty and academic integrity. These principles are essential for ensuring and maintaining excellence in the quality of its academic instructional programs and facilitating the intellectual development of its students, led by the faculty, staff, administration, and Board of Trustees of the University. Therefore, academic dishonesty in any form - written or non-written, media or technology - seriously compromises the Kean University mission to provide quality programs and opportunities for the optimum development of all students and employees.

There are five fundamental values that characterize an academic community of integrity (five values itemized below adapted from The Center for Academic Integrity, (http://www.academicintegrity.org/icai/home.php)

- **Honesty.** The quest for truth and knowledge requires intellectual and personal honesty in learning, teaching, research and service.
- **Trust.** Academic institutions must foster a climate of mutual trust and respect in order to stimulate the free exchange of ideas.
- **Fairness.** All interactions among the members of the Kean University Community should be grounded in clear standards, practices and procedures.
- **Respect.** Learning is acknowledged as a participatory process, and a wide range of opinions and ideas is respected.
- **Responsibility.** A thriving community demands personal accountability on the part of all members and depends upon action in the face of wrongdoing.

Maintaining high standards of academic integrity is the obligation and expectation of all members of the Kean community – students, faculty, staff, administrators and Board of Trustees. It ensures the application of the highest academic standards and principles of conduct, honesty and truth. An individual's work must reflect that person's own efforts and achievements. Any collaboration of effort by an individual or groups of individuals must be acknowledged. Failure to acknowledge such contributions constitutes an act of dishonesty and a misrepresentation of the individual's work.

Academic and professional communities are built on ideas. These ideas are debated, investigated, tested, and applied. The evidence of these ideas and the work that stems from them includes, but is not limited to: research data, articles, books, computer programs, art, music, policies, and procedures. Academic and professional communities use this intellectual material to communicate ideas and to expand their body of knowledge. Reputable and respected members of these communities always acknowledge the sources of the material so used.

At Kean University, the demonstration of academic integrity falls into four categories:

- Mastery of material – All members of the Kean community are responsible for the truthful representation of their mastery of content and material on prepared documents or other academic, research or professional exercises.
- Representation of sources – All members of the Kean community are responsible for the complete, accurate, specific, and truthful acknowledgement of the work of others, including, but not limited to, their words, ideas, phrases, sentences, or data.
- Truthful submission of work – All members of the Kean community are responsible for the truthful representation of data, scholarly or creative works, research, its findings, projects, or other academic, research or professional exercises.
- Access and use of resources – All members of the Kean community, shall ensure that they protect their rights to access and use resources and engage only in authorized access and use of copyright of these resources.

CATEGORIES OF ACADEMIC INTEGRITY VIOLATIONS

Violations of the Academic Integrity Policy generally fall into four categories: Cheating, Plagiarism, Fabrication, and Academic Misconduct. In order to assist students, faculty, staff, librarians and administrators to understand what constitutes academic dishonesty, the following definitions are provided:

- **Cheating.** Cheating is an act of deception by which a person misrepresents his or her mastery of material
- **Plagiarism.** Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. Copying or paraphrasing text without acknowledging the source, for example, is plagiarism.
- **Fabrication.** Fabrication refers to the use of invented information or the falsification of creative or scholarly works, research, its findings or other results. Listing sources in a bibliography or other report that were not used in the paper or project is an example of fabrication.
- **Academic Misconduct.** Academic Misconduct is any other act of academic dishonesty that does not specifically fall in one of the above categories. Academic misconduct includes assisting another to commit any act of academic dishonesty.

In addition to the categories described above, academic integrity violations may also occur in other academic contexts.

The University maintains that all members of the academic community are expected to employ the highest standards of academic integrity in their work and in representing their academic credentials. Whenever the values of academic integrity are violated (such as cheating, fabrication, plagiarism, fabrication and academic misconduct) sanctions and discipline are required actions.

PROCEDURES FOR ACADEMIC INTEGRITY VIOLATIONS INVOLVING ADMINISTRATORS

1. Upon receiving a written complaint alleging an academic integrity violation, the President or his/her designee shall assign a fact-finding investigator(s) to review and investigate an alleged academic integrity violation by a University administrator. The accused administrator shall receive written notification advising him/her of the general nature of the alleged violation.
2. The assigned investigator(s) shall conduct the fact-finding investigation, which shall include an interview of the accused administrator who shall be afforded an opportunity to present any evidence he or she believes is relevant to the investigation. The investigation also may include interviews of other witnesses and the review of any relevant documentation at the sole discretion of the investigator(s).
3. At the conclusion of the investigation, the investigator(s) shall prepare an investigation report to be submitted to the President or his/her designee, which shall include findings of fact and a recommendation regarding whether an academic integrity violation occurred.
4. After receiving the report, the President or his/her designee shall determine whether a violation has occurred and advise the administrator in writing of his/her decision. The President or his/her designee shall have the discretion upon receipt of the recommendation to conduct additional inquiries before reaching a decision.
5. Upon receiving the decision, the accused administrator shall have a right of appeal to the University's Board of Trustees. Any appeal shall be in writing and be submitted to the Board of Trustees within ten (10) calendar days after receipt of the decision by the administrator. The appeal must state the specific grounds for any claimed error in the decision.
6. The Board shall consider the written appeal and any supporting documentation submitted with the appeal. Upon receipt of the appeal, the Board shall have the discretion to conduct any other inquiries or take any other action it deems necessary.
7. An appeal decision issued by the Board is the University's final institutional action regarding whether an academic integrity violation occurred.
8. If an investigation results in the finding of an academic integrity violation against the administrator that is not appealed or is sustained after an appeal, the matter will be referred to the Office of Human Resources pursuant to the University's established procedures for disciplinary action.

PROCEDURES FOR ACADEMIC INTEGRITY VIOLATIONS INVOLVING FACULTY, STAFF AND LIBRARIANS

Certain procedures for faculty, staff and librarians require negotiation between the University and designated representatives of the applicable collective negotiations unit(s). Therefore, this section will be updated in the future.

ACADEMIC INTEGRITY FOR STUDENTS

Students who demonstrate academic integrity become a part of their academic or professional community. These guidelines are designed to help the student understand how to achieve that result.

What follows are the procedures related to students. Faculty members are required to support the Academic Integrity Policy by discussing the value of integrity and by reporting academic dishonesty.

As the first line of support, faculty shall ensure that the Academic Integrity Policy is discussed to an appropriate extent in every course section, with emphasis on the elements that pertain particularly to that class. As stated in the University catalog, faculty shall distribute a syllabus for every course section that includes, among other criteria and information, the course requirements, methods of evaluation, and the basis by which the final grade is derived.

CLASSIFICATION OF ACADEMIC INTEGRITY VIOLATIONS BY OFFENSE

Violations of academic integrity are classified based on the level of seriousness of the behaviors. Brief descriptions, examples and recommended sanctions are provided below. Quantitative benchmarks (percentages of course grades) are offered as guidance to assist faculty and administrators to determine the appropriate level of violation. These are general descriptions and should not be considered as all-inclusive.

Level One Violations

Level One violations consist of those instances when, in the opinion of the instructor, the student's actions may be the result of inexperience and the activity in which the violation occurs constitutes less than 10% of the grade for the course. Level One violations are considered academic issues and not disciplinary offenses. Inherently, Level One violations would be most common among first-year students.

Examples:

PLAGIARISM

- Improper citation or footnoting
- Citation of information not taken from the source indicated

Recommended Sanction: Make-up assignment at a more difficult level or assignment of no credit for work in question, required attendance at a workshop on preparation of term papers, or a library assignment on the preparation of term papers.

Level Two Violations

Level Two violations consist of those instances involving cheating, plagiarism, fabrication, or academic misconduct when, in the opinion of the instructor, one or more of the following conditions exists:

- The student's actions constitute a violation of academic integrity that cannot be dismissed as a result of inexperience.
- The activity in which the violation occurs constitutes less than 25% of the grade for the course.

Examples:

CHEATING

- Unauthorized assistance with academic work (e.g., excessive editorial assistance)
- Allowing another student to copy one's work
- Copying from another student's work

PLAGIARISM

(representing less than 25% of the entire academic exercise)

- Level One violations not attributable to inexperience
- Copying another person's words directly without acknowledging the source
- Using another's ideas, opinions or theories (even if they have been completely paraphrased in one's own words) without acknowledging the source
- Using facts, statistics or other illustrative material taken from a source without acknowledging the source, unless the information is common knowledge
- Submitting a computer program, or any other creative work or intellectual property as defined by the discipline, as original work which duplicates, in whole or in part, the work of another, without citation,

FABRICATION

- Listing of sources in a bibliography or other report not used in that project

ACADEMIC MISCONDUCT

- Submitting the same written work to fulfill the requirements of more than one course without the explicit permission of the present instructor

Recommended Sanction: A failing grade on the assignment. The Academic Integrity Violations Report (AIVR) is sent to the Office of the Vice President of Academic Affairs and the record may be considered in the determination of the level of future violations.

Level Three Violations

Level Three violations consist of those instances involving cheating, plagiarism, fabrication, or academic misconduct when, in the opinion of the instructor, one or more of the following conditions exists.

- The student's actions are a repeat offense of a Level Two violation.
- The activity in which the violation occurs constitutes 25% or more of the grade for the course.

Examples:

CHEATING

- Using unauthorized materials such as a textbook, notebook, or text messaging during an examination
- Collaborating with another person during an exam by giving or receiving information without permission
- Unauthorized access to or use of someone else's computer account or computer files for any purpose.

PLAGIARISM

(representing 25% or more of the entire academic exercise)

- Improper citation or footnoting
- Citation of information not taken from the source indicated
- Copying another person's words directly without acknowledging the source
- Using another's ideas, opinions or theories (even if they have been completely paraphrased in one's own words) without acknowledging the source
- Using facts, statistics or other illustrative material taken from a source without acknowledging the source, unless the information is common knowledge
- Submitting a computer program, or any other creative work or intellectual property as defined by the discipline, as original work which duplicates, in whole or in part, without citation, the work of another

FABRICATION

- Submitting as one's own of any academic work prepared in whole or in part by others, unless the assignment allows students to work collaboratively
- Making up data or source information for an experiment, research project, or other academic exercise

ACADEMIC MISCONDUCT

- Altering test answers and then claiming that the instructor inappropriately graded the examination
- Misrepresenting oneself or providing misleading and false information in attempt to access another's computer account

The Dean (or designee) or the Office of the Vice President of Academic Affairs may determine that a violation reported at Level Two becomes a Level Three in the presence of a prior Level Two violation unknown to the reporting instructor. This determination may be made after the Level Two sanction has already been imposed.

Recommended Sanction: Probation or suspension from the University for one semester with a notation of "disciplinary suspension" placed in a student's internal academic file and a failing grade in the course. The Academic Integrity Violations Report (AIVR) is sent to the Office of the Vice President of Academic Affairs and the record may be considered in the determination of the level of future violations.

Level Four Violations

These are the most serious breaches of academic integrity and include violations that may even potentially result in legal action against the perpetrator. Level Four violations consist of those instances involving cheating, plagiarism, fabrication, or academic misconduct when, in the opinion of the instructor, one or more of the following conditions exists:

- The student's actions represent a blatant disregard or disrespect for the expectations of academic integrity and/or University life.
- The student's actions represent a violation of law.
- The student's actions represent any degree or category of infraction relating to a graduate thesis.

Examples:

FABRICATION

- Makes up data or source information in an experiment, research project, or other academic exercise related to the senior or graduate thesis

ACADEMIC MISCONDUCT

- Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any University office, building or accessing a computer for that purpose
- Coercing any other person to obtain an unadministered test
- Stealing, buying, selling, giving away or otherwise obtaining all or part of any unadministered examination, term papers, or works of art, or entering any University office or building for the purpose of obtaining said materials without authorization
- Substituting for another student or permitting any other person to substitute for oneself to take a test or examination
- Creating illegal accounts, changing of files or securing of passwords illegally
- Destroying computer accounts without authorization
- Violating the clinical or ethical code of the discipline
- Sabotaging of another's work

The Dean (or designee) or the Office of the Vice President of Academic Affairs may determine that a violation reported at Level Three becomes a Level Four in the presence of a

prior Level Three violation unknown to the reporting instructor. This determination may be made after the Level Three sanction has been applied. Multiple Level Two Violations or a Level Two violation followed by a Level Three violation may only be sanctioned at Level Three. Only multiple Level Three violations may be raised to Level 4.

Recommended Sanction: Expulsion from the University and a permanent dismissal notation on the student's internal academic file.

FRAUD AND PURCHASED TERM PAPERS

The unauthorized collaboration with any other person in preparing work offered for course credit, such as purchasing a term paper from another student or from a term paper research company and submitting that paper as one's own is fraud. Such behavior is illegal. New Jersey Statutes Annotated § 18A:2-3 states:

"No person shall, for any fee, or other remuneration, prepare, offer to prepare, cause to be prepared, sell or offer for sale any term paper [emphasis added], thesis, dissertation, essay, report or other written, recorded, pictorial, artistic or other assignment knowing or under the circumstances having reason to know, that said assignment is intended for submission either in whole or substantial part under a student's name in fulfillment of the requirements for a degree, diploma, certificate, course or courses of study at any university, college, academy, school or other educational institution."

The law provides a $1,000 fine for anyone convicted of violating its provision. Students should be aware that academic research companies:

- Keep comprehensive lists of the clients they serve, including the client's name, the school he or she attends, the date on which the material was purchased from the company, and the type of material secured.
- Provide copies of these lists and copies of the material sold to the individual purchaser, to any collegiate institution or faculty member, upon request made on official institutional letterhead.

PROCEDURES FOR REPORTING AND APPEALING ACADEMIC INTEGRITY VIOLATIONS

Violations of Level 2, 3, or 4 of the University's academic integrity policy must be reported on an Academic Integrity Violations Report form (AIVR) found in all academic program offices. Completion and filing of the AIVR form by an instructor, as outlined below, will serve as the official written notification of an Academic Integrity Policy offense. The responsibility for demonstrating the existence of a violation shall be upon the faculty member bringing the charges.

The Academic Integrity Violation Report Form is a five part form which identifies the student and instructor involved, the course, course assignment and specific details of the violation. It shall also designate the category and classification of the violation.

In the case of Level 2 violations, the instructor will meet with the student to address the charge, including the level of violation and recommended sanction, and impose the sanction for Level 2 violations. The sanction imposed by an instructor must be recorded on the AIVR form and forwarded to the Office of the Vice President of Academic Affairs. If the instructor is unable to reach the student, a copy of the AIVR form will be sent via certified mail to the student's address of record. **All Level 1 and Level 2 appeals will proceed through the**

academic program grade grievance procedure or academic program Personnel Committee. If a student does not appeal, the AIVR form remains on file in the Office of the Vice President of Academic Affairs as the final record of the violation.

All student/instructor conferences about Level 3 and 4 violations will be informational only. As discussed above, the instructor will meet with the student to address the charge; however the instructor is not responsible for determining the sanction or action that will be taken in response to these violations, but may make a recommendation to the College Dean (or designee). If the instructor is unable to reach the student, a copy of the AIVR form will be sent via certified mail to the student's address of record. All Level 3 and Level 4 violations reports must be sent to the Dean's (or designee) Office for action prior to filing the report with the Vice President of Academic Affairs and executive director/department chairperson. Both the student and the instructor have the right to meet individually with the Dean (or designee) before a decision is made. The College Dean (or designee) will then review the incident and apply a sanction in accordance with the Academic Integrity Policy level of violation and recommended action. No further action will be taken if the Dean (or designee) finds no violation has occurred. The Dean's (or designee) action will be reported in the appropriate section on the form. A letter will be sent to the student confirming the disciplinary action taken, i.e. probation, suspension or dismissal. A copy of the completed form and the action taken will also be forwarded to the instructor, executive director/department chair and Vice President of Academic Affairs. All sanctions imposed by an instructor or College Dean (or designee) must be in accordance with the published Academic Integrity Policy.

STUDENT APPEAL OF CHARGE OR SANCTION

Once a sanction has been imposed at Level 3 or 4, the student may file a written appeal of the charge or sanction to the Vice President of Academic Affairs within 30 calendar days of the date of notification. Should an Academic Integrity Violations charge be made at the end of a semester, a No Record (NR) grade will be assigned until the charge is addressed. The Vice President of Academic Affairs office will refer all appeals of Levels 3 and 4 violations to the University Appeals Board (UAB) for hearing or mediation. The UAB may uphold, modify, or dismiss a charge or a sanction made by the College Dean (or designee). If a student does not appeal, the Academic Integrity Violation Report form remains on file in the Office of the Vice President of Academic Affairs as the final record of the violation.

Any written appeal by the student must be filed within 30 calendar days of the date of notification. It must include a:

- Clear explanation of the nature of the appeal
- Clear explanation of the reason(s) for the appeal
- Clear concise statement of the facts as known, with appropriate supporting documentation
- Clear statement of what is being appealed; i.e., the dishonesty charge and/or the sanction imposed and
- Current postal and e-mail addresses and telephone number(s) where the student can be reached.

The University Appeals Board must be convened by the Vice President of Academic Affairs office upon receipt of an appeal. The Vice President of Academic Affairs office will

be responsible for checking the student's past record, if any, to see if the student has committed prior acts of academic dishonesty.

COMPOSITION AND AUTHORITY OF THE UAB

The University Appeals Board is a body elected by the Faculty Senate membership whose role is to review all student appeals of violations of academic integrity.

The voting members of the UAB consist of one (1) full-time teaching faculty members elected from each academic college by the Faculty Senate membership; one (1) professional staff member elected by the Faculty Senate professional staff membership; three (3) students, one each, appointed by each of the three student governing bodies; and one (1) administrator or staff member appointed by the Vice President of Academic Affairs. The Vice President for Student Affairs will appoint a nonvoting member who will serve as an observer. It is the responsibility of this member to observe and monitor procedure, and act as the liaison between the UAB and the Vice President for Student Affairs. After the Senate election results, in May, the Vice President of Academic Affairs will convene a UAB meeting for the purpose of electing a UAB Chair for the proceeding fall semester.

The UAB must be elected during the Faculty Senate's regularly scheduled elections. Faculty Senate members of the UAB serve for two years. A quorum of 60% of the voting members is required to consider appeals.

The decisions of the UAB are considered final and may be appealed only on the grounds of alleged procedural or substantive error. Appeals will be directed in writing to the Vice President of Academic Affairs and must be filed within ten (10) business days of the decision issued by the University Appeals Board. The written appeal must identify the nature of the alleged procedural or substantive error on which the appeal is based. Prior to reaching a decision on the appeal, the Vice President of Academic Affairs will meet with the Chairperson of the University Appeals Board to review the basis on which the UAB reached its decision. If the Vice President of Academic Affairs determines that a procedural or substantive error occurred, the Vice President of Academic Affairs may direct the UAB to reconsider its decision. The determination of the Vice President of Academic Affairs is final.

OTHER PROCEDURES FOR UAB REVIEWS

Additional procedures for UAB reviews include:

- **Student Presence at UAB Meeting:** Students will be notified by certified mail that their appeal will be heard on a specific date and time, and that they are invited to attend. The student must notify the UAB Board Secretary in advance whether or not he/she plans to attend the hearing or inform the Board Secretary if the hearing is scheduled at a time when the student cannot attend so that a mutually agreeable date can be scheduled. Should a student not attend by choice, the appeal will be heard based on the written record. Should the meeting be rescheduled for student's convenience and the student fail to attend the meeting, the appeal will be heard based on the written record.

- **Faculty Presence at UAB Meeting:** The involved faculty member will be notified of the date and time of the hearing. The arrangements described above pertaining to attendance and rescheduling are also applicable to involved instructor.

- **Case Records:** Pending a scheduled appeal meeting, two (2) confidential copies of scheduled cases will be kept in the Office of the Vice President of Academic Affairs for

review by Board members and the directly involved parties, i.e., the faculty member and the accused student.

- **Attorneys Present at Meeting:** Attorneys may attend at the accused student's request to observe the proceedings and advise the student. Attorneys may not address the Board or otherwise participate.

- **Parents or Guardians Present at Meeting:** Parents or guardians may attend at the accused student's request to observe the proceedings and advise the student. Parents or guardians may not address the Board or otherwise participate.

- **Hearing Procedure:** The UAB will convene its meetings first and then invite student and faculty to present their information. The Board Moderator will be the person through whom materials or questions will be addressed to the Board. All materials or questions to be introduced must normally be sent to the Moderator at least three (3) class days prior to the scheduled hearing. Notification of the UAB's decision will be by certified mail.

- **Recusal:** Board members will use their discretion concerning cases where familiarity may affect their impartial judgment.

- **Time/Witness Limitation:** The Board Moderator may limit the number of witnesses to be heard or may exclude irrelevant or unduly repetitious information.

- **Hearing Record**: The UAB will receive and consider oral and documentary information that support or discredit the charges presented

- **Alternative Actions:** If there is a need for the UAB to meet outside the academic year, (e.g. summer months), and a quorum cannot be reached, hearings may be delayed until the beginning of the next academic year, or the Faculty Senate, student organization or Vice President of Academic Affairs, as appropriate may be asked to elect an alternate member, as appropriate.

- **Voting Procedures:** The UAB votes may be cast by secret ballot, with the recommendation made on the basis of a majority of voting members present. Minority opinions may be written to the Vice President of Academic Affairs. In the case of a tie vote, voting will continue until the Board deems that it must notify the Vice President of Academic Affairs of a deadlock. Thus, voting may span more than one meeting. In the case of a deadlock, the Vice President of Academic Affairs shall make the final decision.

- **Procedural Questions:** Any procedural questions should be addressed to the Office of the Vice President of Academic Affairs.

APPENDIX 1

SUMMARY MATRIX OF
DIFFERENT CATEGORIES OF
ACADEMIC DISHONESTY,
BY LEVEL OF OFFENSE

CHEATING

Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. This includes unauthorized assistance, attempting to assist, or receiving of assistance on an exam. Copying from another student's work or allowing another student to copy one's own work, for example, is cheating.

Offense	Level 1	Level 2	Level 3	Level 4	Recommended Sanction
Unauthorized assistance with academic work (e.g., excessive editorial assistance)		☒			A failing grade on the assignment
Allowing another student to copy one's work		☒			
Copying from another student's work		☒			
Repeat Level Two violations			☒		Probation or suspension from the University for one or more semesters with a notation of "disciplinary suspension" placed in a student's record and a failing grade in the course
Using unauthorized materials such as a textbook or notebook or text messaging during an examination			☒		
Collaborating with another person during an exam by giving or receiving information without permission			☒		
Unauthorized access to or use of someone else's computer account or computer files for any purpose			☒		
Repeat Level Three violations.				☒	Expulsion from the University and a permanent dismissal notation on the student's internal transcript

PLAGIARISM

Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. Copying or paraphrasing text without acknowledging the source, for example, is plagiarism. The University recognizes that the appearance of plagiarism is occasionally the result of inexperience or ignorance, generally on the part of the first-year student. Therefore, at the discretion of the instructor, such offenses may be dealt with as academic issues presenting the opportunity for learning rather than as disciplinary matters.

Offense	Level 1	Level 2	Level 3	Level 4	Recommended Sanction
	Violation represents inexperience	***Violation represents*** Less than 25% of the academic exercise	***Violation represents*** 25% or more of the academic exercise	***Violation represents*** Any senior or graduate thesis	
Improper citation or footnoting	First-year students				Make up assignment at a more difficult level, or assignment of no credit for work in question; required attendance at workshop on paper preparation of term papers, or a library assignment on the preparation of term papers
		☒			A failing grade on the assignment
			☒		Probation or suspension from the University for one or more semesters with a notation of "disciplinary suspension" placed in a student's record and a failing grade in the course
				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file

Offense	Level 1	Level 2	Level 3	Level 4	Recommended Sanction
Citation of information not taken from the source indicated	First-year students				Make up assignment at a more difficult level, or no credit for work in question; required attendance at workshop on paper preparation, or similar library assignment
		☒			A failing grade on the assignment
			☒		Probation or suspension from the University for one or more semesters with a notation of "disciplinary suspension" placed in a student's record and a failing grade in the course
				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file
Level One violations not attributable to inexperience		☒			A failing grade on the assignment
Copying another person's words directly without acknowledging the source	First-year students				Make up assignment at a more difficult level, or no credit for work in question; required attendance at workshop on paper preparation, or similar library assignment
		☒			A failing grade on the assignment
			☒		Probation or suspension from the University for one or more semesters with a notation of "disciplinary suspension" placed in a student's record and a failing grade in the course
				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file

Offense	Level 1	Level 2	Level 3	Level 4	Recommended Sanction
Using another's ideas, opinions or theories (*even if they have been completely paraphrased in one's own words* without acknowledging the source)	First-year students				Make up assignment at a more difficult level, or no credit for work in question; required attendance at workshop on paper preparation, or similar library assignment
		☒			A failing grade on the assignment
			☒		Probation or suspension from the University for one or more semesters with a notation of "disciplinary suspension" placed in a student's record and a failing grade in the course
				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file
Using facts, statistics or other illustrative material taken from a source without acknowledging the source, unless the information is common knowledge	First-year students				Make up assignment at a more difficult level, or no credit for work in question; required attendance at workshop on paper preparation, or similar library assignment
		☒			A failing grade on the assignment
			☒		Probation or suspension from the University for one or more semesters with a notation of "disciplinary suspension" placed in a student's record and a failing grade in the course
				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file

Offense	Level 1	Level 2	Level 3	Level 4	Recommended Sanction
Submitting a computer program, or *any other creative work or intellectual property as defined by the discipline*, as original work which duplicates, in whole or in part, the work of another, without citation	First-year students				Make up assignment at a more difficult level, or no credit for work in question; required attendance at workshop on paper preparation, or similar library assignment
		☒			A failing grade on the assignment
			☒		Probation or suspension from the University for one or more semesters with a notation of "disciplinary suspension" placed in a student's record and a failing grade in the course
				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file

Fabrication

Fabrication refers to the use of invented information or the falsification of research findings or other results. Listing sources in a bibliography or other report that were not used in the paper or project is an example of fabrication. Fabrication may seem like a form of plagiarism, but fabrication actually represents creating information that does not exist or that the student did not gather through his or her research. Essentially, it is lying about the kind of work a scholar has done. These lies affect the accuracy of information that the scholar provides, thus hurting the academic or professional communities which draw on those ideas.

This chart lists several examples of fabrication as well as the recommended sanctions for the offense.

Offense	Level 1	Level 2	Level 3	Level 4	Recommended Sanction
Listing of sources in a bibliography or other report not used in that project		☒			A failing grade on the assignment
Submission as one's own of any academic work prepared in whole or in part by others, *unless the assignment allows students to work collaboratively*			☒		Probation or suspension from the University for one semester with a notation of "disciplinary suspension" placed in a student's internal academic file and a failing grade in the course
Makes up data or source information for an experiment, research project, or other academic exercise			☒		Probation or suspension from the University for one semester with a notation of "disciplinary suspension" placed in a student's internal academic file and a failing grade in the course
Makes up data or source information in an experiment, research project, or other academic exercise related to the senior or graduate thesis				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file

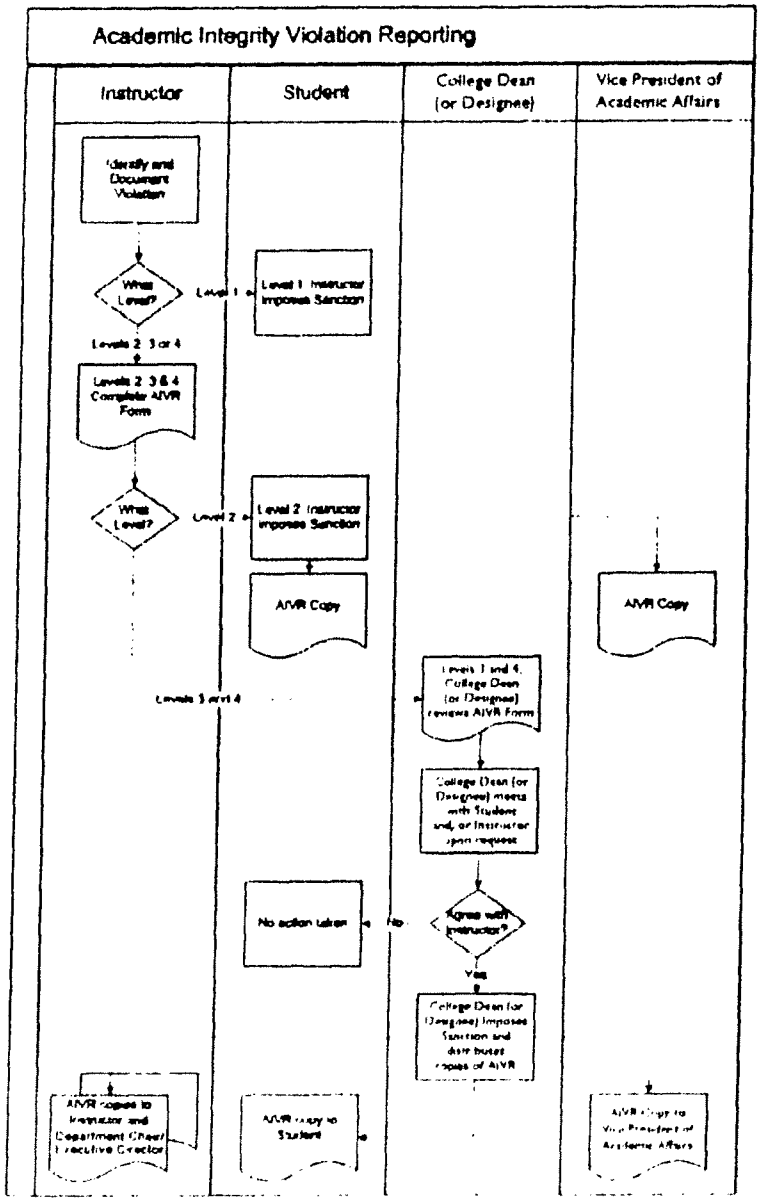
ACADEMIC MISCONDUCT

Academic Misconduct is any other act of academic dishonesty that does not specifically fall in one of the above categories. Academic misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, submission of the same written work to fulfill the requirements of more than one course without the explicit permission of the present instructor and assisting another to commit any act of academic dishonesty. An example of academic misconduct is the unauthorized copying or duplication of copyrighted material, including computer programs.

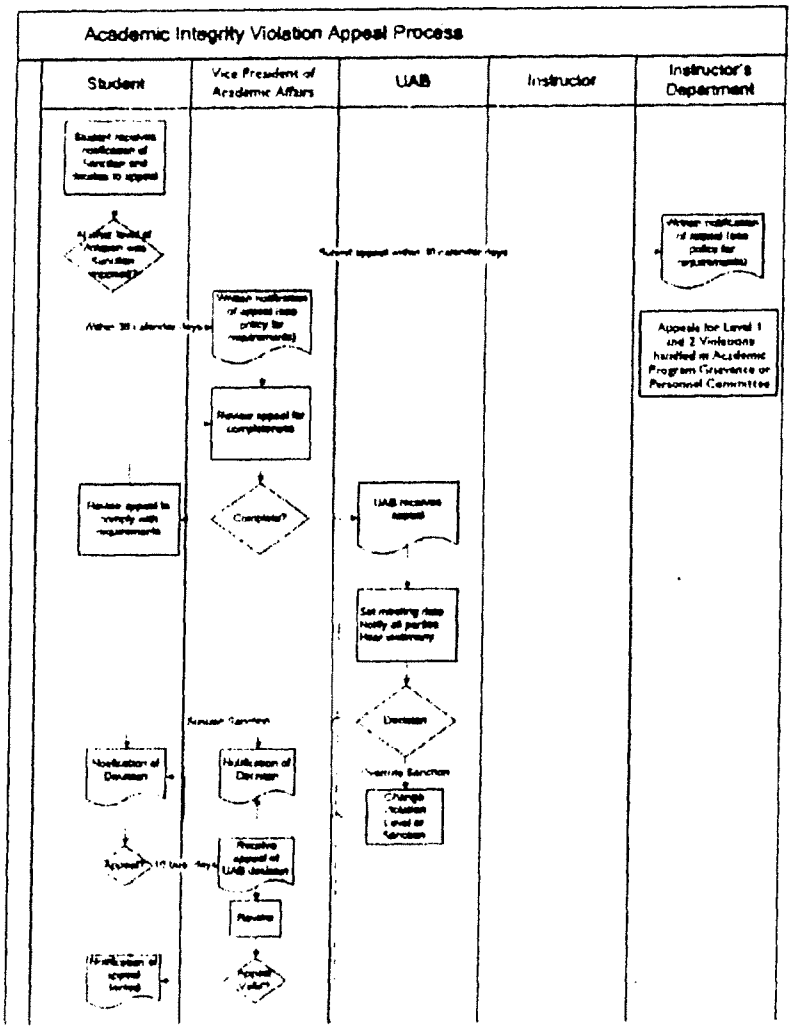
Offense	Level 1	Level 2	Level 3	Level 4	Recommended Sanction
Submitting the same written work to fulfill the requirements of more than one course without the explicit permission of the present instructor		☒			A failing grade on the assignment
Altering test answers and then claiming instructor inappropriately graded the examination			☒		Probation or suspension from the University for one semester with a notation of "disciplinary suspension" placed in a student's internal academic file and a failing grade in the course
Misrepresenting oneself or providing misleading and false information in attempt to access another's computer account			☒		Probation or suspension from the University for one semester with a notation of "disciplinary suspension" placed in a student's internal academic file and a failing grade in the course
Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any University office, building or accessing a computer for that purpose				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file
Coercing any other person to obtain an unadministered test				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file

Offense	Level 1	Level 2	Level 3	Level 4	Recommended Sanction
Stealing, buying, selling, giving away or otherwise obtaining all or part of any unadministered test/examination or term papers or works of art, or entering any University office or building for the purpose of obtaining said materials without authorization				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file
Substituting for another student or permitting any other person to substitute for oneself to take a test or examination				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file
Creating illegal accounts, changing of files or securing of passwords illegally				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file
Destroying computer accounts without authorization				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file
Violating the clinical or ethical code of the discipline				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file
Sabotage of another's work				☒	Expulsion from the University and a permanent dismissal notation on the student's internal academic file

APPENDIX 2


Academic Integrity Violation Reporting
Instructor
Student
College Dean (or Designee)
Vice President of Academic Affairs
Identify and Document Violation
What Level?
Level 1 Instructor Imposes Sanction
Levels 2 3 or 4
Levels 2 3 & 4 Complete AIVR Form
What Level?
Level 2 Instructor Imposes Sanction
AIVR Copy
AIVR Copy
Levels 3 and 4
Levels 3 and 4 College Dean (or Designee) reviews AIVR Form
College Dean (or Designee) meets with Student and, or Instructor upon request
No action taken
Agree with Instructor?
No
Yes
College Dean (or Designee) Imposes Sanction and distributes copies of AIVR
AIVR copies to Instructor and Department Chair/ Executive Director
AIVR copy to Student
AIVR Copy to Vice President of Academic Affairs

APPENDIX 3


Academic Integrity Violation Appeal Process
Student
Vice President of Academic Affairs
UAB
Instructor
Instructor's Department

Academic Integrity Violation Report Form

ACADEMIC INTEGRITY VIOLATIONS REPORT FORM
Kean University
Office of the Vice President of Academic Affairs
Vice President of Academic Affairs

Semester	Year
☐ Fall	
☐ Spring	
☐ Summer I	
☐ Summer II	
☐ Winter	

Student's Name _____ ID# _____

E-mail _____ Telephone _____

Instructor's Name _____ Academic Program _____

Course Title _____ Course No. _____ Section No _____

Category & Classification of Violation (select one)

Level 2 _____ Level 3 _____ Level 4 _____
(By Instructor) *(No action to be taken referred by instructor at these levels)*

Course Assignment: *(provide written assignment or related materials, e.g. Syllabus)*

_____

_____

_____

Details of the Offense: *(include specific evidence of violation)*

_____

_____

_____

Instructor's Signature _____ Date _____

Student's Signature _____ Date _____

(Signature ensures that student has read the statement of the offense and violation; it does not indicate agreement or disagreement. If unable to obtain, send copy of Report to the Student at the address of record. If no reply by established date, forward to next step with copy of letter.)

Action Taken: *In Level 2 the instructor takes action. In Levels 3 & 4 students have the right to meet with the Dean (or designee) BEFORE the Dean (or designee) makes a determination about the alleged violation.*

Level 2 _____

Instructor's Signature _____ Date

Appeal _____

If student appeals, determination of the Academic Program Grievance Committee

Chair Executive Director Signature _____ Date

Levels 3 & 4

Dean (or designee) signature _____ Date

Appeal

If student appeals, Determination by _____ (Dean Board of Trustees)

VP of Academic Affairs _____ Date

Original to Vice President for Academic Affairs — Copies for student, instructor, executive director, department chair, dean (or designee)

Appendix 6-3

Board of Trustees Resolution and the Academic and Non-Academic Program Review Guidelines.

11-09-12-1652

KEAN UNIVERSITY
UNION, NEW JERSEY

RESOLUTION APPROVING AND ADOPTING THE KEAN UNIVERSITY ACADEMIC PROGRAM REVIEW GUIDELINES

WHEREAS: The Kean University Board of Trustees has reviewed the Middle States Commission on Higher Education report on re-accreditation, and a committee of board members have met with a Middle States representative to discuss their findings; and

WHEREAS: The Board recognizes that both academic and administrative assessment programs at Kean were identified by Middle States as important areas in need of improvement; and

WHEREAS: The Board recognizes the need to make significant improvement in these areas in order to keep Kean University competitive and well-positioned as a university of choice in the field of higher education; and

WHEREAS: Academic program review is an ongoing process involving faculty and others, and is designed to foster excellence in education; now, therefore, be it

RESOLVED: That the Board of Trustees approves the adoption and implementation of the Kean University Academic Program Review Guidelines (attached); and be it further

RESOLVED: That the Board of Trustees directs the President and/or his designee to provide the appropriate board committee with regular updates on the academic program review initiative.

RESOLUTION ADOPTED: September 12, 2011

DULY CERTIFIED: September 12, 2011

Audrey M. Kelly
Executive Assistant to the Board of Trustees

Kean University

ACADEMIC PROGRAM REVIEW GUIDELINES

Overview

Program review is an ongoing process involving the faculty and others concerned with the particular academic program. The guidelines established herewith will ensure that evaluation of the academic programs will occur formally at regular intervals. This document, therefore, describes the guidelines and a timetable for the systematic evaluation of academic programs at Kean University

Purpose of Program Review

The primary purpose of program review is to foster excellence in education. The review process, therefore, provides an opportunity for programs to identify areas of strength and address areas that need improvement. The program review process is also an important source of data for making some resource allocation decisions. Accordingly, at each level of the review process (program and dean), recommendations will be made that the University preserve the strengths of particular programs or address specific weaknesses.

Overview of Evaluation Procedures for Academic Programs

Scope of the Process

1. Definition of Academic Program

   Academic programs shall be defined as programs at the undergraduate and graduate levels in the following categories:

   A. Degree-granting programs (e.g., B.A. in Psychology, B.S. in Chemistry, Master of Public Administration)

   B. Non-degree-granting programs (e.g., General Education, Learning Assistance Program, Developmental Studies)

2. Guidelines for Program Review

   If the self study report developed by the program faculty does not address such significant requirements of the program review process as outcomes assessment, then the program faculty will be expected to address those program review requirements as an addendum to the self-study report. All other programs shall be evaluated according to guidelines in this document, as approved by the Board of Trustees.

3. Frequency of Evaluation

   Each academic program that is to be evaluated by the guidelines shall be evaluated every three (3) years. The schedule for review has been developed by Vice President of Academic Affairs in consultation with the Dean.

4. Selection of Programs to Be Reviewed

   The Dean of each School will consult with the Executive Director, Chairperson, and/or program coordinator to determine the schedule for developing materials.

B. *Methods for the Review Process*

1. Review of Mission, Objectives, Curriculum Map, and Student Learning Outcomes

   Each program should review the program's mission, objectives, curriculum map and student learning outcomes along with the mission of the college. Every program should have clearly articulated student learning outcomes. Within the review process, the program should determine whether these elements and activities remain consistent with the University's mission statement, as well as academic and professional standards within the discipline. Programs should also review the student learning outcomes as outlined by the School of General Studies. The institution will continually modify and adapt its mission to be responsive to the needs of its constituencies and the mandates of the State. To remain viable, a program also needs to be responsive to these changes.

2. Review of Assessment Data and Use for Improving Teaching and Learning

   Each program should review the program's assessment data and how that data can be used to improve teaching and learning. Programs should be collecting summative assessment data in capstones on a regular basis. Capstones should also have rubrics wherever possible. Indirect evidence includes surveys of students. At the conclusion of data gathering from the assessment mechanisms, there should be recommendations on improving student outcomes.

C. The Program Review Document

A. Initiation and Individuals Involved

The evaluation shall be initiated as a self-study by the program faculty, under the leadership of the executive director and coordinator. Provisions shall be made to involve in the program review faculty, students, administrators, alumni, and, where appropriate, employers and relevant professional associations. This process must begin during the first week of September.

B. The Scope of the Document

The overall emphasis of the program review report shall be on assessing the ways in which the program is meeting its goal and objectives and the relationship of these goals and objectives to the mission of the University. Specifically, the report shall provide descriptive and evaluative information about the program, incorporating multiple units of data to support its claims.

The report should follow the format outlined below.

1. Mission, Student Learning Outcomes, and Curriculum Map
    - Provide the mission statement of the academic degree.
    - Provide the explicitly stated student learning outcomes of the degree.
    - Provide the curriculum map for the degree-granting program.

2. Description of the Academic Program and Syllabi
    - Provide a catalog description of the academic program.
    - Provide syllabi for each required course (optional for other courses).
    - Provide all capstone syllabi.
    - List all courses in the course catalog that have not been offered in the last three years.

3. Outcomes Assessment Plan

    For each stated student learning outcome, provide the following:
    - Describe the multiple methods that will be used to assess the SLO.
    - Provide data on each SLO (Student Learning Outcomes).
    - List the courses in which the SLO is addressed, advanced, and mastered.
    - Provide feedback on the results gathered.
    - **Describe how the data will be used** to improve teaching and learning.
    - Describe the assessment used in capstone to ensure that the program has met its knowledge, skill, and ability goals as defined in the SLOs.
    - Provide any relevant graduating student or alumni data.
    - Provide any data from employers (if necessary)
    - Provide a representative list of all internships.

4. Rubrics and Other Tools, Final Exams
    - Provide copies of all rubrics used in the program.
    - If there are any other tools used (e.g., checklists), please either describe them or provide copies.
    - Provide a copy of final examination(s) for all mandatory or high-frequency courses.

5. Statistical Data

   Provide the following statistical and trend data on the academic program for the last four years. Request such data from Institutional Research.

   - Enrollment headcount.
   - Graduation headcount.
   - Number of transfer and native graduates.
   - Time to graduation.
   - Number of resident faculty at time of review.
   - Number of adjunct faculty and the total number of sections taught during the fall semester before the review.
   - List of all sites where courses are held (Union, Ocean, etc.).
   - % of core courses that require a paper of seven pages or longer.

6. Discussion of Trends

   - Provide a narrative explanation of the significant trends in any of the above.

7. Faculty

   - Provide a roster of resident faculty, including their titles and the courses they've taught by semester over the last three years.
   - Provide CVs for all resident faculty.
   - Provide resumes/CVs for all adjunct faculty teaching longer than ten (10) years.
   - Provide a sampling of other adjunct faculty.

8. Students

   - Include a description of the academic profile of the students served and consideration of whether or not they reflect the diversity of the student body as a whole.
   - Include any other survey data gathered from students, including but not limited to insight from SIR-IIs, etc.
   - List any student-related groups that supported the program (e.g., Honors Society in Business).

9. Degree Criteria and Requirements

   - Provide a copy of the latest guide sheet.
   - Provide a breakout of course distribution (i.e. GE, major requirements, electives).
   - List the admissions requirements (if any). Provide a rationale for any admissions requirements if they exist.
   - If necessary, discuss any possible changes to any of the above.

10. Nontraditional Course Delivery/Weekend College
    - List any courses using nontraditional methods of instructional delivery (online, hybrid).
    - List any courses under consideration for online and hybrid.
    - List assessment procedures used to monitor the quality of instruction in these courses.

11. Accreditation Organizations
    - Specify professional accreditation organizations to which the program may be subject (e.g., NCATE, CSWE, NASPA, etc). For each accreditation organization, list the last date(s) of their visit.
    - Specify any professional accreditation organization with which the department may seek affiliation. If any, please describe the process needed for joining.

12. Summary and Recommendations
    - Summarize the main elements included in the current review and curricular (and other related) changes proposed as a consequence of this review.

13. Additional Resources Requested

    Indicate what new resources are needed over the next three years to:
    - Enhance the current program.
    - Preserve the strengths of the current program.
    - Address the weaknesses in the program identified by the review.
    - Address any technological impacts on the discipline.
    - Address any material needs for the program.

Program review is a university requirement.

Program Review Procedures

A. Role of the Chair/Program Coordinator

In accordance with the schedule of program review, when a program is scheduled to begin its review, the Dean of the College notifies the Executive Director, Chair, and/or coordinator. In the case of graduate programs, the Graduate Dean is also notified. In consultation with the relevant program coordinators, the Executive Director selects one (or more, depending on the number of programs to be reviewed within the school) individual to assume responsibility for the review. This individual is referred to as the *Program Review Coordinator* in this document. A program review committee shall be formed within the School to provide support for the review effort, and the Program Review Coordinator shall periodically describe the status of the effort at program meetings. At the conclusion of the review, the final document shall be reviewed by program faculty and submitted to the Executive Director who will forward to the Dean. This report must be forwarded to the Dean on, or before, June 1.

B. Role of the Dean

The program review document will be submitted to the Dean of the College. The College Dean will forward copies of graduate program review documents to the Graduate Dean. The College Dean (and Graduate Dean, in the case of graduate programs) group, serving as the Chair of the program review committee, reviews the program review documents and makes recommendations for improvement, data collection and resource requirements, if any. It is the responsibility of the Dean to recommend program or course elimination if necessary. The college program review committee shall comprise all Executive Directors and two faculty members and one student appointed by the Dean. College level review must be completed on, or before, June 15 and the report presented to the Vice President for Academic Affairs.

Based on this review and discussion, the College Dean will prepare a brief report. This report will include:

(1) An evaluation of the findings and recommendations of the program review report.

(2) A discussion of how the recommendations will be addressed within the framework of the School strategic plan and budget requests for ensuing years.

The Graduate Dean will provide a written response to the recommendations, in the case of graduate programs. The Graduate Dean's response will be appended to the College Dean's report.

C. University Planning Council in Program Review

In general, the group of documents generated in the program review process will serve as a source of input into the planning process for the academic area and for the University as a whole. The program review process will also provide an opportunity for faculty in the academic disciplines to receive feedback about the quality of their own academic programs and the quality of academic programs in general. The VPAA Office, in consultation with the deans and appropriate department chairs, will conduct an annual institute or forum to review and discuss outcomes and trends. The University Planning Council must assess all program review documents and make recommendations to the President and program faculty. If needed, UPC must also make recommendations for resources at the University level and revisions to the mission.

UPC will serve as the University's internal program review committee. Its recommendations must be submitted to the President by July 1 of each year.

D. Program Review Time-lines

1. Program review process initiated by the Dean and Executive Director and program review task-force is charged during the first two weeks in September.

2. Program level review is completed and results and reports submitted by June 1 to the Dean.

3. College level review is completed and report submitted to the VPAA (who forwards material to the UPC) on, or before, June 15.

4. The UPC must submit its report and recommendations to the President by July 1.

NON-ACADEMIC PROGRAM REVIEW GUIDELINES

Overview

Assessment is a University requirement for all units and programs.

Program review is an ongoing process involving the vice presidents, directors, managers, and staff concerned with meeting the stated goals and objectives of a non-academic unit. The guidelines established herewith will ensure that evaluation of each department will occur formally at regular intervals. This document describes the guidelines and a timetable for the systematic evaluation of all unites, programs and departments at Kean University.

A. Purpose of Program Review

The primary purpose of program review is to foster excellence. The review process, therefore, provides an opportunity for departments to identify areas of strength and address areas that need improvement. The non-academic program review process is also an important source of data for making resource allocation decisions. Accordingly, at each level of the review process (manager, director, vice president), recommendations will be made that the University preserve the strengths of particular departments or address specific weaknesses. The primary goal is to ensure that the process improves institutional effectiveness in realizing the mission of Kean University.

Overview of Evaluation Procedures for Non-Academic

Programs *Scope of the Process*

1. Definition of Non-Academic Program

   Non-academic programs shall be defined as unites at the university that support the students or institution but are not part of the grade-granting academic experience; such as:

   Non-academic program (e.g., Office of Financial Aid, Department of Human Resources, Student Leadership)

   University support program (e g., Facilities, Campus Police, Computer Services)

2. Guidelines for Program Review

   All other programs shall be evaluated according to the guidelines in this document, as approved by the President of the University.

3. Frequency of Evaluation

   Each department/program that is to be evaluated according to these guidelines once every three years. The schedule for review will be developed and maintained by the President and vice presidents in consultation with the directors. The review process will begin in September of each year and must be completed by June 1 of the following calendar year.

4. Selection of Programs to Be Reviewed

The vice presidents of each administrative division will consult with the directors and other managers to determine the schedule for developing materials and outcomes measures. The tri-annual listing by division is attached to this document.

B. Methods for the Review Process

Review of Mission, Vision, Goals, and Objectives

Each program/department should review the program's mission, vision, goals, and objectives along with the mission of the college. Every program should have clearly stated goals along with objectives that are measurable. Within the review process, the program should determine whether these elements and activities are consistent with the University's mission statement. Kean will continually modify and adapt its mission to be responsive to the needs of its constituencies and the mandates of the state. To remain viable, a department also needs to be responsive to these changes.

Review of the Data for Improving Program/Department Outcomes, Impact, and Operations

Each program should review its goals and objectives and how that data can be used to improve operations and outcomes and have a positive impact on the University. Programs should be collecting ongoing data that allows for meaningful insights on a regular basis. Evidence can include surveys, focus groups, activity, and internal operations that can be coded. At the conclusion of the data gathering process, recommendations on improvement should be made.

C. The Program Review Document

A. Initiation and Individuals Involved

The evaluation shall be initiated as a sell-study under the leadership of the director or manager. The program/department review process will involve administration, managers, and where appropriate, students, alumni, employers, and relevant professional associations

B. The *Scope of the Document*

The overall emphasis of the program review report shall be on providing evidence that shows the program is meeting' its goals and objectives and the relationship of these goals and objectives to the mission of the University. Specifically, the report shall provide descriptive and evaluative information about the program, incorporating multiple units of data to support its claims.

The report should follow the format outlined below (The Binder).

1. Mission, Vision, Goals, & Objectives

   Provide the mission statement of the department.

   Provide the vision statement of the program.

   Provide the stated goals and objectives of the department.

2. Description of the Major Functions and Services within the Unit

   List the major functions and services within the unit.

   List services and functions which do not currently exist. State why.

   Draw a flow chart(s) that shows the dynamic interactions among current functions, services, and personnel (Note: Do not provide the organizational chart in this section; that will be required later in the document.)

3. Assessment of Goals and Objectives

   Review the goals and objectives:

   Provide data on each objective that can be measured.

   Provide some feedback on the results gathered.

   Describe how the data will be used to improve operations and University impact (closing the loop).

   Provide any other relevant data, especially internal supporting documents.

4. Evaluation Forms, Surveys, Policy Manuals, and Other Tools

   Provide copies of all employee evaluation forms used in the unit.

   Provide copies of all surveys used directly or indirectly by the unit.

   Submit a copy of any policy or operational manual used by the department (if there is no policy or manual, please discuss why).

   Provide a copy of or describe any other tool that may be used to gather data for the unit.

5. Personnel and Organizational Structure

   Provide a list of all full-time personnel in the unit.

   Provide resumes for all full-time personnel in the unit

List any long-term (three years or more) part-time personnel in the unit.

Provide and date the most current organizational chart(s).

6. Facilities & Equipment

Describe the adequacy of current facilities.

Describe the adequacy of current equipment inventory.

List and briefly describe any needs in this area (please prioritize from 5=Urgent Need **to** I.—Needed but not Urgent).

7. Planning and New Initiatives

List and describe any significant plans that will be undertaken in the next three years.

List and describe any significant new initiatives in the next three years.

8. Summary and Recommendations

Summarize the main elements included in the current review.

Summarize the recommendations and changes that will be made.

9. Additional Resources Requested

Indicate what new resources are needed over the next three years to:

Enhance the current program/department

Preserve the strengths of the current program/department/unit

Address the weaknesses in the unit.

Address any technological impacts on the unit.

10. Other

Please place any other items, issues, etc. in this section.

Support and Coordination

Appropriate support will be given to ensure the successful coordination of the program review effort.

Program Review Procedures

A. Role of the Coordinator

In accordance with the schedule of program review, when a program is scheduled to begin its review, the vice president notifies the director, manager, and/or coordinator. In consultation with the relevant personnel, the director selects one individual (or more, depending on the number of programs to be reviewed within the department) to assume responsibility for the review. This individual is referred to as the *program review coordinator* in this document. At the conclusion of the review, the final document shall be submitted to the vice president, the Office of Assessment, and to the University Planning Council.

B. Role of the Vice President

The program review coordinator will update the director and vice president to discuss progress on the document as it is being developed.

The vice president can schedule meetings as needed to support the department undergoing review and to address critical findings as they emerge. Any such significant changes should be documented in the narrative of the final report.

Role of the Administration in Program Review

In general, the group of documents generated in the program review process will serve as a source of input into the planning process for the vice president and for the University as a whole. The program review process will also provide an opportunity to receive feedback about the quality of the unit. The Office or Assessment in consultation with the vice presidents will conduct an annual institute or forum to review and discuss outcomes and trends.

Exceptions

Certain units may require annual external and/or internal review as required by the federal of state regulators or mandated by the Board of Trustees. Financial operations and business services are among such units.

Program Review Cycle

1. In September the appropriate Vice President informs the directors of unit/department that the process of assessment must begin.
2. The Director/Manager will form the committee and request resources, if needed, no later than October 30.
3. The assessment/review document as outlined above is prepared with accompanying evidence and data and submitted to the Vice President by February 1.
4. The Vice President will review the document, as for clarification and evidence if needed, by March 1.
5. The final assessment document is forwarded to the University Planning Council by June 1.
6. The UPC review and recommendations are submitted to the President by July 1.

Approved on October 17, 2011.

Appendix 6-4

Board of Trustees Resolution providing for the creation of a standing Audit Committee.

07-09-17-1432

KEAN UNIVERSITY
UNION, NEW JERSEY

RESOLUTION APPROVING AN AMENDMENT TO THE BYLAWS OF THE KEAN UNIVERSITY BOARD OF TRUSTEES PROVIDING FOR THE CREATION OF A STANDING AUDIT COMMITTEE

WHEREAS: The Kean University Board of Trustees is authorized to adopt by-laws that are necessary and proper for the administration and operation of Kean University and the carrying out of its purpose; and

WHEREAS: The Kean University Board of Trustees has proposed an amendment to the current by-laws by which a new Standing Committee, to be known as the Audit Committee, would be created and effectively separate the audit function from the Board's current Finance and Audit Committee; and

WHEREAS: The Audit Committee will have the responsibility to review and consider external audits as presented, and to make a full and complete report to the Board of Trustees as to the results of its review and consideration; and

WHEREAS: The Audit Committee also will have the responsibility, in conjunction with the Office of the President when deemed necessary and appropriate, to review and consider internal audits as presented, and to make a full and complete report to the Board of Trustees as to the results of its review and consideration; and

WHEREAS: The Board of Trustees has determined that the proposed amendment would be to the benefit of Kean University and is not inconsistent with the laws of the State of New Jersey or the rules and regulations of the New Jersey Commission on Higher Education; and

WHEREAS: The Kean University Board of Trustees has complied with all of the requirements set forth under Article X of its by-laws regarding amendments; now, therefore, be it

RESOLVED: That the proposed amendment to the by-laws of the Kean University Board of Trustees creating a new Standing Committee, to be known as the Audit Committee, is hereby approved and adopted; and be it further

RESOLVED: That as a result of this amendment the Standing Finance and Audit Committee of the Board to Trustees shall henceforth be known simply as the Finance Committee.

RESOLUTION ADOPTED: September 17, 2007

RESOLUTION CERTIFIED: September 17, 2007

Audrey M. Kelly
Executive Assistant to the Board

Appendix 6-5

Board of Trustees 2011 Self-Assessment Survey and Results.

KEAN UNIVERSITY

BOARD OF TRUSTEES SELF-ASSESSMENT SURVEY

One of the most reliable ways a board can strengthen its performance as a governing body is to periodically assess its own performance. Your responses are confidential and will be combined with those from other board members to identify both strengths and opportunities for improvement. A summary of these survey results will be compiled and used to shape the topics for discussion at the November 18, 2011 Board Retreat. The results of the survey will be shared at that time.

SURVEY INSTRUCTIONS

Rate the degree to which you think the board reflects each statement by circling the appropriate number in the rating scale to the right of the statement.

ROLES AND RESPONSIBILITES

	Strongly Disagree		Neutral		Strongly Agree
1. Board members understand their roles and responsibilities.	1	2	3	4	5
			2	3	6
2. The Board maintains a strict level of confidentiality.	1	2	3	4	5
				2	9
3. Board members understand and respect the distinction between its responsibility and those of university management.	1	2	3	4	5
		1	1	4	4
4. Board members participate in fundraising for the University.	1	2	3	4	5
		2	5	1	3
5. Board members understand and avoid conflicts of interest.	1	2	3	4	5
				6	5
6. The Board focuses on policy discussions, not administrative matters.	1	2	3	4	5
		1	2	3	4
7. The Board has an effective committee structure and makes good use of its committees.	1	2	3	4	5
		2		3	6

8. The Board receives appropriate higher education materials.	1	2	3	4	5
			2	4	5
9. The Board has diversity of representation (gender, ethnicity, age, background, professional experience).	1	2	3	4	5
				1	10
10. The Board as a whole functions cohesively and effectively.	1	2	3	4	5
		1		1	9
11. The Board is committed, willing to be held accountable , and performs self-assessment evaluations.	1	2	3	4	5
		2	1	2	6
12. Board members are engaged and support the university by attending various events.	1	2	3	4	5
		1	5	3	2
13. The Board recognizes positive accomplishments of the university.	1	2	3	4	5
				3	8
14. Board members are willing to defend unpopular decisions.	1	2	3	4	5
				5	6

BOARD MEETINGS					
	Strongly Disagree		Neutral		Strongly Agree
1. The Board meets the right number of times each year.	1	2	3	4	5
		1	1	1	8
2. The Board devotes the right amount of time to each meeting.	1	2	3	4	5
	1		2		8
3. Board members participate in meaningful and productive discussions at meetings.	1	2	3	4	5
			1	5	5
4. Board member attendance at meetings is good; members arrive on time and stay for the full meeting.	1	2	3	4	5
		1	2	5	3
5. Board members read the materials and come prepared for meetings.	1	2	3	4	5
		1	2	5	3

BOARD –PRESIDENT RELATIONSHIP

	Strongly Disagree 1	2	Neutral 3	4	Strongly Agree 5
1. The President maintains an open door policy and Trustees have adequate opportunities to meet with or communicate with him.			2	2	7
2. Board members receive sufficient and timely information concerning significant issues and potential problem areas.		1		2	8
3. The Board delegates to the President the authority and flexibility needed to manage and lead the university.			1	5	5
4. The Board effectively evaluates the President on an annual basis and is provided with appropriate comparative Presidential compensation information.		1	2	5	3
5. The relationship between the Board and President is built on mutual respect and confidence in one another.		1	2	4	4

POLICIES

	Strongly Disagree 1	2	Neutral 3	4	Strongly Agree 5
1. The Board understands the University's mission statement and follows it as a guide in deliberations.		1	1	1	8
2. The University lives up to its mission statement.			1	2	8
3. The board takes into account the organization's vision, long-term goals and strategies as it considers issues, makes decisions and creates policy.			1	4	6
4. The Board annually reviews its bylaws and policies.		3	1	3	4
5. The Board identifies risks and develops policies and procedures to address them.		2		2	2	5

UNIVERSITY OPERATIONS

	Strongly Disagree		Neutral		Strongly Agree
	1	2	3	4	5
1. The Board is knowledgeable about educational programs and services at the university.		2	2	5	2
2. The Board understands the fiscal stability of the university and understands financial statements and budgets.			1	6	4
3. The Board has input into establishing budget planning assumptions.		1	1	7	2
4. The Board is informed about audit outcomes.	1		1	2	7
5. The Board is appropriately involved in the Middle States accreditation process.			1	4	6
6. The Board has a process to evaluate the effectiveness of the college's programs.	1	2	3	3	2

OPEN ENDED QUESTIONS

1. What are you most pleased about regarding your Board service?

2. What areas or items do you have concerns about?

3. What, if any, changes would you like to see concerning the Board operations?

4. You believe your best contribution to the Board of Trustees is:

Appendix 6-6

Evidence for Collaboration amongst Administration, Faculty and Students – Representative Samples.

Evidence for Productive Collaboration Amongst Administration, Faculty and Students
Representative Examples

Presentations:

Toney, J.H., "*Higher Education and the Public: Academics in the New Media,*" Faculty Seminar on Comparative Cultures, Department of History (2011).

Toney, J.H., "*The Age of the Witness: Testimonies, Memoirs & Other Perspectives "From Below"*" 9th Annual Faculty Seminar Roundtable (2010).

Toney, J.H., "*The Public Intellectual,*" 10th Annual Faculty Seminar Roundtable, Union, NJ (2010) (Chair and presenter).

Toney, J.H., "*Witness accounts of atrocities and the scientific method: Advancing Human Rights Through Science,*" Faculty Seminar on Comparative Cultures, Department of History (2010).

Funded Grants:

- National Science Foundation, Louis Stokes Alliances for Minority Participation Program
  - Dr. Jeffrey Toney, Project Director (co-submitted with various faculty members)
  - Total Award $503,040 for five years
  - Current 7/01/09—6/30/14

- Merck Institute for Science Education and the American Association for the Advancement of Science, "Merck/AAAS Undergraduate Science Research Program"
  - Dr. Jeffrey Toney, Project Director, (co-submitted with various faculty members between Biology and Chemistry & Physics)
  - Total Award $60,00 for three years
  - Completed 5/15/09—8/14/12

- New Vistas Transition to Teaching Grant (Federal) with William Paterson University
  - Dr. Susan Polirstok, Project Director.
  - Total Award 3.5M for five years; Awarded 10/1/09
  - Kean's Partner School Districts: East Orange and Elizabeth
  - Co-developers: James Lerman, Gail Hilliard Nelson
  - Faculty Involved: Dr. Bachiller-Rodriguez
- Garden State Partnership for Teacher Quality –TQP Grant (Federal) with William Paterson University and Rowan University
  - Dr. Susan Polirstok, Project Director
  - Total Award $10.8 M for five years; Awarded 10/1/09
  - Kean's Partner School District: Jersey City
  - Co-developers: James Lerman, Gail Hilliard Nelson

- Highway Safety Grant (State of New Jersey)

- Dr. Susan Polirstok and Dr. Roxie James, Co-Project Directors
- Total Award $1.25 M for five years; Awarded 12/1/09
- Grant Developers: Dr. Claudia Knezek, Dr. Roxie James, Dr. Susan Polirstok
- Faculty Involved: Dr. Bonillas, Dr. MacLaury, Dr. Nixon

- Sheltered English Instruction Grant (State of New Jersey),
  - Dr. Susan Polirstok, Project Director
  - Total Award $40,000 for each year: 2011-2012; 2010-2011; 2009-2010 academic year
  - Faculty Involved: Dr. Del Risco

Peer-reviewed publications co-authored by administrators, faculty and students (including adjunct faculty)

Gratz, Z., Bousquet, S. G., Peters, N., Caposello, D., Kewcharoen, S. Mahler, C., Mauro, L., Nwako, J., Quine, J, & Sunico, F. *"Merging of psychology department assessment needs and an authentic project for a psychological tests and measurements course."* Poster presentation at the **Annual Meeting of the Association for Psychological Science, May 24, 2012,** Chicago IL. (Gratz – faculty member)

Toney, J.H., "*Infinity*," a prompt for "*Take a Line For a Walk – A Creativity Journal*," by Landa, R., Wadsworth Publishing (ISBN 1111839220) p. 12 (2011). (Landa – faculty member)

Toney, J.H., Abou-Sabe, M. "*Decentralize Egypt's Higher Education*," **Science**, **333**, 1703 (2011). (Abou-Sabe – adjunct faculty)

Toney, J.H., Chakraborty, G., Thumpayil, S., Lafontant, D.-E., Woubneh, W., "*Age-dependence of glucose tolerance in adult KK-A^{y} mice: a model of non-insulin-dependent diabetes mellitus*," **Lab Animal**, **38**, 364-368 (2009) (Article featured on journal cover). (Woubneh - faculty member)

Toney, J.H., Fasick, J.I., Singh, S., Beyrer, C., Sullivan, D.J., Jr., "*Purposeful Learning*

With Drug Repurposing" **Science**, **325**, 1339-1340 (2009). (Fasick – faculty member)

Toney, J.H., Kaplowitz, H., Pu, R., Qi, F., Chang, G., "*Science and Human Rights: Bridge Towards Benefiting Humanity*," **Human Rights Quarterly**, *Johns Hopkins University Press*, **32**, 1008-1017 (2010). (Kaplowitz, Pu, Qi, Chang – faculty members)

Vassiliou, E.K., Gonzalez, A., Garcia, C., Tadros, J., Chakraborty, G., Toney, J.H., "*Oleic Acid* and Peanut Oil High in Oleic Acid Reverse the Inhibitory Effect of Insulin Production of the Inflammatory Cytokine TNF-α. Both In Vitro and In Vivo Systems," **Lipids in Health and Disease**, 8, 25 (2009). "Highly accessed article"

Appendix 6-7

Table to highlight collaborations between administration, faculty, staff, students and community partnerships across colleges.

Evidence for Productive Collaboration Amongst Administration, Faculty and Students
Representative Examples

Administrator (time period)	No. of peer-reviewed publications co-authored with faculty, students	No. of grants submitted with faculty	Curriculum Development	Collaborative Activities and Events
Dean, CNAHS (2008-2011), Jeffrey Toney	6	2	B.S., Sustainability Science	Team taught graduate course in NJCSTM w/faculty member. Exploring Pedagogy in Science Presenter (2009, 2010, 2011) in Faculty Seminar series devoted to sharing faculty scholarship with the Kean community.
Dean, CVPA (2008-2012), Holly Logue				Established the first ever CVPA newsletter and calendar working with staff and faculty to gather and prepare these pieces. Worked with the Department of Music on the Educating the Creative Mind conferences. Co- coordinated the American Drama conference with Jan Balakian from the Dept. of English. Collaborated with faculty on the creation of a CVPA mission and vision statement as well as numerous MSCHE documents.
Dean, COE (2008-2012), Susan Polirstok	1	4	Collaborated with Project Director Jim Lerman and key faculty (Dr. Osborne, Dr. Kolidy, Dr. Lorentzen), working	Team taught a doctoral course in the Summer with Dr. Nelson, a Professional Staff Member and Grant Project Director. COE Dean published paper in *Educating the Creative Mind Conference Proceedings* (2010) on Developing emotional intelligence in children and adolescents with

Administrator (time period)	No. of peer-reviewed publications co-authored with faculty, students	No. of grants submitted with faculty	Curriculum Development	Collaborative Activities and Events
			closely with the New Jersey Center for Teaching and Learning to provide direction and teacher professional development as part of the Progressive Science Initiative.	nonverbal learning disabilities and attention deficits: Strategies for teachers and parents.
Dean, CHHS (2012), Suzanne Bousquet	1			Broad interdisciplinary collaboration between Executive Director of the School of Psychology, Dean of COE, School of Psychology, School of Communication Disorders and Deafness, and Special Education and Literacy, a graduate students in PsyD and Nursing, CHHS Dean, adjunct faculty and student performers in the College of Visual and Performing Arts for the Turner Syndrome Conference and special production of *A Midsummers Night Dream*

Appendix 6-8

A listing and description of the meetings held with various constituencies since the beginning of July, 2012.

A complete listing and description of the meetings held with various constituencies since the beginning of July, 2012

July 9, 2012: Special Board of Trustees public session held to discuss MSCHE accreditation. Twenty-seven speakers presented. The meeting resulted in Board Chair announcing a series of campus dialogue sessions.

July 16, 2012: Trustees Enlow, Repollet, and Sobel met with Faculty Senate Chair Patrick Ippolito, Vice Chair Brian Teasdale and University Senate Representative to the Board of Trustees, Jon Erickson, met to discuss their input on Standard 6—Integrity, as well as general campus concerns.

July 20, 2012: Trustees Morell, Enlow, Trabert and Soriero met with leaders of campus unions, including the Kean Federation of Teachers, Kean University Union of Adjuncts Faculty, CWA 1051, and IFPTE Local 195 to listen to their concerns about campus issues. As part of this discussion, Chair Morell reported that a member of the Board of Trustees will attend the monthly Leadership Forum, an informal but important gathering of all campus union leaders, student leaders and senior administration for a discussion of pressing issues.

July 25, 2012: Trustees Kean, Baltimore and alternate student Trustee Fernandez attended and participated in the regularly scheduled Leadership Forum session with campus union leaders, student leaders and senior administration, in support of the chair's directive.

July 26, 2012: Trustees Morell, Kean, Lewis, Repollet and alternate student Trustee Fernandez hosted a session with the Executive Committee of the University Senate (14 faculty members) to discuss campus issues, the monitoring report and, in particular, Standard 6. As part of this discussion, Chair Morell reported that she would invite a member of the Board of Trustees to attend all Faculty Senate public meetings going forward.

July 26, 2012: Trustees Morell and Repollet hosted a small focus group arranged by a faculty member regarding campus issues, challenges and opportunities.

July 30, 2012: Trustees Morell, Baltimore and alternate student Trustee Fernandez met with approximately 25 students and student leaders to discuss campus issues from the student perspective. Vice Presidents Jeffrey Toney and Murray-Laury were also in attendance at the session.

August 2, 2012: Trustees Morell, Bakke, D'Agostino, Lewis and Soriero attended a faculty forum requested by approximately 15 senior faculty to discuss campus issues.

August 2, 2012: Trustees Baltimore, Repollet and Alternate Student Trustee

Mario Fernandez attended a special session of the University Planning Council (UPC) to observe the Council's work on specific FY2013 budget directives to be forwarded to President Farahi.

August 6, 2012: Trustees Morell, D'Agostino, Enlow, Repollet and Soriero met with the Faculty Senate Assessment Committee seeking their input on the development of the University's response to Standard 6—Integrity questions raised by MSCHE.

August 6, 2012: Trustees Enlow, Soriero and Baltimore attend as observers the special public meeting of the Faculty Senate.

August 6, 2012: Trustees Enlow and Soriero attend as observers the special public of the University Planning Council (UPC) which focused on finalizing recommendations for the new university Strategic Plan.

August 9, 2012: Trustees Morell, D'Agostino, Lewis and Bakke attended a meeting with faculty and executive directors to discuss campus issues, the monitoring report and future opportunities.

August 30, 2012: Board of Trustees special public meeting to hear final comments and publicly adopt the MSCHE monitoring report due on September 1, 2012.

Appendix 6-9

Board of Trustees Campus Meeting Calendar for AY 2012-2013.

Kean Board of Trustees
Observer Assignments
Schedule of Meetings AY2012-2013

August 2012
August 29- **Leadership Forum**

September 2012
September 18- **Faculty Senate**
September 25- **Student Leadership Council**
September 26- **Leadership Forum**

October 2012
October 2- **Faculty Senate**
October 9- **Student Leadership Council**
October 16- **Faculty Senate**
October 23- **Student Leadership Council**
October 31- **Leadership Forum**

November 2012
November 6- **Student Leadership Council**
November 13- **Faculty Senate**
November 20- **Student Leadership Council**
November 28- **Leadership Forum**

December 2012
December 4- **Faculty Senate**
December 11- **Student Leadership Council**
December 18- **Faculty Senate**
No Leadership Forum in December

January 2013
January 29- **Student Leadership Council**
January 30- **Leadership Forum**
No Faculty Senate in January

February 2013
February 5- **Faculty Senate**
February 12- **Student Leadership Council**
February 19- **Faculty Senate**
February 26- **Student Leadership Council**
February 27- **Leadership Forum**

March 2013
March 5- **Faculty Senate**
March 12- **Student Leadership Council**
March 26- **Faculty Senate**
March 27- **Leadership Forum**

April 2013
April 2- **Student Leadership Council**
April 9- **Faculty Senate**
April 16- **Student Leadership Council**
April 23- **Faculty Senate**
April 24- **Leadership Forum**

May 2013
May 7- **Faculty Senate**
*May 15- **Faculty Senate**
May 29- **Leadership Forum**

* **Faculty Senate Reorganization** -Full Senate meets: Wednesday 10:00 am – 12:00 pm
June meetings TBD based on reorganization

Appendix 6-10

Board of Trustees campus meetings survey results.

Survey Results Report for BOT Meetings with Constituencies

1. Please describe your status at Kean University:

#	Answer		Response	%
1	Faculty		25	45%
2	Administrator		9	16%
3	Staff		3	5%
4	Student		18	33%
	Total		55	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.25
Variance	1.79
Standard Deviation	1.34
Total Responses	55

2. Programs focusing on diversity and respect are available for Kean community.

#	Answer		Response	%
1	Strongly Agree		20	36%
2	Agree		19	34%
3	Neither Agree nor Disagree		6	11%
4	Disagree		6	11%
5	Strongly Disagree		5	9%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.23
Variance	1.67
Standard Deviation	1.29
Total Responses	56

3. The university administration uses various means to communicate with the campus community including the factual information regarding the MSCHE actions.

#	Answer		Response	%
1	Strongly Agree		18	32%
2	Agree		17	30%
3	Neither Agree nor Disagree		6	11%
4	Disagree		7	13%
5	Strongly Disagree		8	14%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.46
Variance	2.04
Standard Deviation	1.43
Total Responses	56

4. I am treated equally as others in the application of academic requirements, administrative reviews and/or institutional management.

#	Answer		Response	%
1	Strongly Agree		24	43%
2	Agree		10	18%
3	Neither Agree nor Disagree		7	13%
4	Disagree		8	14%
5	Strongly Disagree		7	13%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.36
Variance	2.16
Standard Deviation	1.47
Total Responses	56

5. I am treated with respect by my peers, colleagues and administrators.

#	Answer		Response	%
1	Strongly Agree		26	46%
2	Agree		11	20%
3	Neither Agree nor Disagree		5	9%
4	Disagree		6	11%
5	Strongly Disagree		8	14%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.27
Variance	2.24
Standard Deviation	1.50
Total Responses	56

6. To what extent do you agree with the following statement? "There are clear and available policies pertaining to ethical behavior and integrity for all members of the campus community."

#	Answer		Response	%
1	Strongly Agree		17	34%
2	Agree		19	38%
3	Neither Agree nor Disagree		8	16%
4	Disagree		6	12%
	Total		50	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.06
Variance	1.00
Standard Deviation	1.00
Total Responses	50

7. Do you feel free to express your opinion and perspectives?

#	Answer		Response	%
1	Always		22	39%
2	Most of the Time		9	16%
3	Sometimes		11	20%
4	Rarely		12	21%
5	Never		2	4%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.34
Variance	1.68
Standard Deviation	1.30
Total Responses	56

8. Mutual respect is encouraged among different groups (students, staff, faculty, administration).

#	Answer		Response	%
1	Strongly Agree		23	41%
2	Agree		10	18%
3	Neither Agree nor Disagree		4	7%
4	Disagree		9	16%
5	Strongly Disagree		10	18%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.52
Variance	2.51
Standard Deviation	1.58
Total Responses	56

9. University administration encourages input of the community in solving problems and making decisions.

#	Answer		Response	%
1	Strongly Agree		19	34%
2	Agree		8	14%
3	Neither Agree nor Disagree		5	9%
4	Disagree		11	20%
5	Strongly Disagree		13	23%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.84
Variance	2.65
Standard Deviation	1.63
Total Responses	56

10. Please describe an example of an institutional practice that fosters respect among students, faculty, staff and administration

Text Response
The Annual human rights conference involves all facets of the university and the public. administrators and staff organize, faculty present and students participate. It is a great annual forum
Meetings between admin, faculty, staff and students that is a forum for discussion and the sharing of ideas. Unfortunately, these meetings are all to rare at Kean.
Unwritten understanding
Homecoming Saturday
scholarship and awards ceremonies; honors convocation; program presentations to BOT highlighting program and student achievements, Research Days
Only department meetings and KFT meetings foster respect. At department and KFT meetings a full range of perspectives and constructive criticism are encouraged and valued. Meetings with administrators are frustrating experiences marked by explicit disregard for faculty perspectives and expertise, demonstrating contempt for faculty and their ideas.
Including students in university programs and governance working collaboratively on the Academic Integrity Policy
This is too vague a question. There are practices that foster respect among some of the above -- students, faculty, and staff, but many of those are discouraged by the current administration. And I can think of no institutional practice that fosters respect of administration by faculty and staff or that fosters respect of faculty and staff by administration. Question 8, which is also about respect, is too vague. I'd answer diffeerntly regarding different groups, yet the question lumps them all together. MANY OTHER QUESTIONS HERE ARE SIMILARLY POORLY DESIGNED, so there is no way to interpret the results/responses. FOR EXAMPLE: The second question on this survey is poorly designed. I would answer one way for programs that focus on diversity than I would for programs that focus on respect. Also, both terms are vague. Respect could mean respect between male and female students such as the kind that is promoted in some safer sex programs, but it could mean all sorts of other kinds of respect and respect for different groups (eg, faculty, staff, students, administrators) BY different groups. The third question asks about whether the MEANS vary but it's not clear how one would answer if various MEANS are used but the information is NOT full and factual. Another question so poorly designed the results are not interpretable.
I can only think of a few things quickly: the opening ceremony for the university at the beginning of the fall semester and the retirees luncheon. Faculty are recognized for their extraordinary accomplishments in the alumni newsletter and in weekly university announcements. The COE Dean will send letters or notes recognizing accomplishments. COE Dean is very good at promoting collaboration among COE faculty. Presidential recognition awards are given out at the end of the year. I wish there was another comment sections to explain answers in more detail. I think the questions are too broad and as a result I believe my answers are a bit limited in response.
When the President holds faculty departmental luncheons, he opens the conversation by reminding them that the vision for where their particular division will go in the future as well as the vision for smaller initiatives, are best if they come from them. He offers to help with the financial support if a proposal meets the necessary criteria. He then consistently describes the criteria. The first item is that

it must be good for the students.

Sadly, I cannot think of one. I have plenty of inner office communiques from the President with little cutting remarks added to them, but alas,affirmation and respect is not a charism one would associate with Kean. As Dr. Farahi always tells us "you are paid to do a job, so be glad you have one and stop whinning".

The openness and availability of the Kean faculty, staff and administration to allow students (especially student leaders) to openly speak and converse with each other whether it be on issues facing the campus or ideas for a program/event or just bonding. Both bodies are able to respect each other, because each are treated with respect in turn.

The only example that I can give is the overall unity from opposing the actions & attitude of Kean's current President. Other than that, I am sorry to report that I have not witnessed much respect towards the staff at Kean.

Having meetings with the board and vice president of academic affairs has really made me realize that I have a voice for the student body.

Administrators, faculty, and students should always feel free to ask questions, express and discuss new ideas among each others. Here at Kean university the students evaluate the courses and instructors through the SIR II wich gives us the opportunity to modify, improve, change, etc. our curriculum in order to bring excellent education. We can always request classrooms that will meet our courses requirements, such as technology . The staff at the registrar is always willing to support the faculty in finding the appropriate classroom or lab in order to meet those requirements. The administration is constantly improving our campuses thus bringing a wonderful and safe environment to our student population.

This survey is deeply disconcerting for a number of reasons. It is methodologically flawed as I would have three different answers for each of the constituencies (peers, colleagues, administrators) in the 5th question on "respect" but there is no opportunity to make those distinctions. This flaw appears in many questions. The questions are unbalanced; for example, where is the counterpart to this question about practices that undermine respect among students, faculty, staff and administration? Some are virtually meaningless, such as the question about "the university using various means to communicate". Of course it "uses various means" but the integrity of those communications is almost always so highly compromised that it makes the communications worthless. So how does one answer a virtually meaningless question? Also, it appears that the survey itself is "pro forma", hastily designed simply to show Middle States that leadership is doing something. This is more likely to backfire with Middle States as it implies a lack of good faith on the part of the university. Faculty are becoming despondent about our prospects for maintaining accreditation.

The President's opening day address is the spark that ignites the campus community into action for the upcoming year. The President solicits input from various university constituencies in preparation for the address then attempts to motivate all parties to contribute their either individual or collective visions for the upcoming year. He attempts to "level the playing field" so that everyone can have the opportunity to be heard as equal partners

The best practice that comes to mind is commencement. It is the ultimate time of the year when everyone comes together to celebrate the end of an academic year and everyone is involvement in making the event a success and celebrating the accomplishments of our students. The practice of inviting staff to serve as marshals, having administrators on stage and in key roles, recognizing the most tentured faculty member, celebrating the faculty for their commitment to our students... It is the ultimate way to show a mutual respect and the gives our University proof that we do what we say we

do.

Shared governance of the University fosters mutual respect among students, faculty, staff, and administration. Shared governance is definitely evident at Kean University.

NOTE: I did not attend a meeting with the Board of trustees alone. Perhaps you are referring to a Board Of Trustees public meeting. Therefore I will answer later questions in relation to public BOT meetings and other meetings w the BOT also attended. Some office staff meetings foster respect among colleagues. However, just being asking this question in the positive without also asking the converse,, i. e., to describe an example of an institutional practice that DOES NOT fosters respect among students, faculty staff and administration, shows that this is not a fair survey and an attempt to skew the answers.

The oppurtunity to participate in various decision making pertainin to the university

The departmental grade grievance policies.

There is no executive or faculty dining. The students, administrators and faculty "rub elbows" at their down time.

We always make students, faculty, staff, and administrators to feel welcome and ask questions, express concerns, etc. For example, faculty members have suggested different approaches to handle advisement and registration in our department. After a question and answer period among the members of the program, we decided to implement the suggestions.

There are clear requirements for all committee membership;\

We encourage mutual communication among faculty, students and administrators.

The Board of Trustees comes to meeting with students and hears there concerns.

The trustees ask the faculty to stand up, and they ask graduates to applaud the faculty

Full time professors should not be fired when they are up for tenure. The psychology department lost many great faculty members in favor of adjuct professors that come no where close to the great quality that the full time professors have.

I believe that clubs such as KUGAR and the university's theatre programs and art programs help promote respect among the staff, students, faculty, and administration.

cannot think of an example

Distributing Cougar dollars to students who choose to take courses on the weekend.

Statistic	Value
Total Responses	32

11. Please provide specific examples or initiatives that demonstrate cooperation and collaboration between faculty and administration.

Text Response
Many prOjects and research efforts at liberty hall museum require and involve cooperation and collaboration between and among faculty and administrators
I sadly cannot think of recent examples of collaboration between faculty and administration.
Recent reach out by the president and board of trustees. The deans ave extended themselves
Unfortunately cooperation and collaboration means subordination to the Administration.
Recent effforts to gather faculty and administration representatives toward improving assessment measures in all programs.
I can think of none, other than casual unofficial, off the record conversations with administrators who admit to their own discomfort with the management and the policies dictated to them.
modifications to the new scheduling proposal...as a result of proposing alternatives and discussion with key administrators.
Question 5 doesn't allow for an answer that distinguishes between how I am treated by peers, colleagues and adminstrators. My peers and colleagues generally treat me and one another with respect, but high administrators DO NOT. They yell, threaten, don't listen, are dismissive, arbitrarily and frequently change rules and procedures and don't' allow questioning or discussion.
Gnerally when there are major searches for administrative positions there is collaboration between the administration and the faculty at least initially. Often this collaboration falls apart at the end. Administrations do come to the faculty senate and discussion current issues, concerns etc and senate members do offer recommendations. Sometimes these are considered and sometimes they are not. Efforts have been made to engage the faculty in the Middles states process and that has been helpful but not always effective. Often faculty imput is requested after the fact as a reaction to a decision not as part of the planning process. There have been issues with letters of agreement committees becasue of the failure of the union and the administration to successly collaborate.
The President and faculty together identified the need to develop a STEM program, and then they developed it together. Now it is a highly regarded program at Kean, with a state of the art facility.
MOA's negotiated through the intercession of previous VPAA's and the Union, and not Dr. Farahi. Outside of that rarely if ever are adjunct faculty included in such programs. I am a little confused..... is this questionairre about the regular BOT meetings held once ever two or three months each semester, or the special BOT meeting you had with the Union's leadership. That answer will affect some of my answers.
Not sure actually with an answer to this question.
Continued meetings with administration staff.
Faculty should always feel to bring concerns to the administration. I heard Dr. Farahi saying that if we ever needed to talk to him his doors will always be open. A great number of our students were failing math courses, so I went to him and explained the situation and at the same time I brought evidences with me . Immediately he called someone and now the math curriculum/courses are been revised.

Though this is not technically "administration", the Trustees' outreach to meet with various constituencies in July and August is a long, long, long overdue start but will be viewed as simply another cynical maneuver to try to manipulate external perceptions if it results in no concrete action. And this action must be on a grand scale on matters of great significance to the university to be seen as legitimate.

Faculty are consistently invited to participate in the decision-making process. Many times faculty choose to ignore the invite for appearing to side against their union leadership or just genuine lack of interest. If faculty members do attend, they bring many negative feelings to the conversation and hijack the topic to benefit then. Unfortunately many good student-centered faculty members are fearful of working with any administrative unit because they will become outcasted by the tenured faculty.

Faculty Senate

Again, in answering this question one can only answer positively; you must also ask what examples or initiatives DO NOT demonstrate cooperation and collaboration between faculty an administration. Also, since this is being sent to faculty, administrators, staff and students, you should also ask about this issue between all groups, i.e., staff and administration, students and administration, etc. I cannot think of any such positive examples over the last 9 years.

The council for electing a new Dean of the Graduate college was a great collaborative moment for me

Grant funded activity usually has a high level of success for cooperation and collaboration between faculty and administration.

We always bring are question, ideas, and concerns to our department meeting. We will make decisions after riching conconsensus among the faculty.

Not much at all.

When i have had questions or concerns, I have always felt being welcome the administration to express my feelings and concerns

The ever present shared governance of the school. Everyone has a part in making decisions.

Where is the question asking for instances demonstrating antagonism, difficulty in communication, and ignoring collaboration between faculty and administration?

Campus Awareness and Orientations

cannot think of an example

Meetings like these, I believe, are planned very consistently because of the familiarlity and confidence I see when discussing an open subject amongst one another.

Statistic	Value
Total Responses	29

12. The Board listened carefully to what I said during the meeting.

#	Answer		Response	%
1	Strongly Agree		30	54%
2	Agree		10	18%
3	Neither Agree nor Disagree		11	20%
4	Disagree		3	5%
5	Strongly Disagree		2	4%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.88
Variance	1.28
Standard Deviation	1.13
Total Responses	56

13. My concerns were addressed during the meeting with the Board of Trustees.

#	Answer		Response	%
1	Strongly Agree		22	39%
2	Agree		8	14%
3	Neither Agree nor Disagree		13	23%
4	Disagree		6	11%
5	Strongly Disagree		7	13%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.43
Variance	2.03
Standard Deviation	1.43
Total Responses	56

14. How satisfied are you with the meeting between you and the Board of Trustees?

#	Answer		Response	%
1	Very Satisfied		22	39%
2	Satisfied		13	23%
3	Neutral		10	18%
4	Dissatisfied		3	5%
5	Very Dissatisfied		8	14%
	Total		56	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.32
Variance	2.00
Standard Deviation	1.42
Total Responses	56

Appendix 6-11

NCAA Letter approving the University's preliminary compliance report.

P.O. Box 6222
Indianapolis, Indiana 46206
Telephone: 317/917-6222

Shipping/Overnight Address:
1802 Alonzo Watford Sr. Drive
Indianapolis, Indiana 46202

www.ncaa.org

June 27, 2012

Mr. Chris Morgan
Director of Athletics
Kean University
1000 Morris Avenue
Union, New Jersey 07083

Dear Mr. Morgan:

This letter is to inform you that the NCAA Division III Committee on Infractions reviewed and approved the institution's preliminary compliance report dated June 12, 2012.

The committee noted that the report contained no mention of rules education for student-athletes or boosters/fans. Please include information on the complete rules education program in the annul compliance report.

As a reminder, the institution should submit its first annual compliance report to me by April 1, 2013. Particular emphasis should be placed on financial aid rules education. The reports must also include documentation of the institution's compliance with the penalties adopted and imposed by the committee.

Please contact our office if you have any questions.

Sincerely,

James A. Elworth
Associate Director - Committees on Infractions

JAE:ksm

cc: President Dawood Farahi
Ms. Karyn Pinter