1. THE INSTITUTE AND ITS ADMINISTRATIVE ORGANIZATION

1.1 History and Development of the University

In 1877 the New Jersey Centennial Commission noted that "our value as a state depends upon the development of skilled labor." At that time, the City of Newark had grown to be a significant manufacturing center, and a movement to found a technical school was initiated by the Newark Board of Trade. On March 20, 1880, Assemblyman Wilkinson of Essex County introduced "An Act to Provide for the Establishment of Schools of Industrial Education." The bill signaling the birth of what would evolve into New Jersey Institute of Technology was passed in 1881. Pursuant to the act, the New Jersey Legislature appropriated $5,000 per year for the upkeep of a technical school in any locality, provided that community residents would raise a similar amount by subscription or contributions.

The citizens of Newark raised their share, and the Board of the Newark Technical School first met on July 1, 1884. The members decided to establish an evening school which would be tuition free for city residents. The initial curriculum consisted of algebra, geometry, trigonometry, drawing, chemistry, and physics. A building was rented at 21 West Bank Street in Newark, and the first class was held on February 8, 1885.

Dr. Charles Adams Colton was appointed Director of the School. Ninety students, ranging in age from 15 to 42, were selected for the first class. They were machinists, bookkeepers, clerks, draftsmen, carpenters, printers, electricians, plumbers, jewelers, harness makers, tinsmiths, and dyers. Colton's enthusiasm and diligence did much to advance the School. He frequently visited the businesses where students were employed to gain a sense of their needs and levels of accomplishment, and was known to aid students financially when the need arose. Classes were held five evenings a week and most of the students worked in industry during the day.

In 1890, a campaign was launched to fund a permanent building for the school. A plot on the corner of High Street and Summit Place was purchased and, following years of effort and a generous gift from the City, the cornerstone was laid in 1896. On January 4, 1897, classes began in the completed three-story brownstone building. That same year, the Board agreed to allow women and residents of other towns to register. Margaret Bryce, a schoolteacher from Passaic, was the first woman to enroll. For the first time, day classes were offered.

Dr. Colton considered a regular college program as early as 1913, and an engineering program was proposed to the Board of Directors in 1916. In 1918, Dr. Colton announced his decision to retire.

Dr. Daniel Russel Hodgdon, head of the Science Department of the Newark State Normal School, was selected as Colton's successor. Under Dr. Hodgdon's leadership, the School received state approval to offer college-level courses and became known as the Newark College of Technology. The curriculum included a four-year day program leading to Bachelor of Science degrees in chemical, electrical, and mechanical engineering. Approval for these programs was granted by the state on January 7, 1919.
Dr. Alan R. Cullimore, Dean of Engineering at the University of Delaware, was appointed Director of the School and head of the College in 1920. There was evidence that an increasing number of men and women engaged in industry during the day needed to further their education beyond the technical level, and so in the mid-1920s the College instituted an evening program leading to the Bachelor of Science degree. The evening division has continued to grow to serve an important role in the professional advancement of men and women in New Jersey industry and government.

During this time, the cooperative education plan was also put into effect, not only to provide additional funds for students but also to make available practical on-the-job education. Under this plan, students worked in industry during the summers of their first two years and then alternated work and school.

The institution's name was changed to the College of Engineering of the Newark Technical School in 1920, and then to Newark College of Engineering (NCE) in 1930. The focus of activities gradually shifted to the College, and the number of strictly vocational courses was reduced. The courses of the Technical School, which co-existed with the College, began to parallel the first two years of the collegiate curriculum, and by 1926 those students completing the NTS associate engineering course (part-time for four years) were eligible to enter the college program at the junior level.

Dr. Cullimore guided the growth of the College through the Depression and the war years. When he retired in 1947, the institution was firmly established. He fostered a philosophy of education at NCE that stressed "the engineer's duty as a citizen." This philosophy asserted that the engineer, as a result of a specialized education in both rational and creative thought, bore a duty as a citizen perhaps greater than that of members of other professions. The mission of the College was to provide a sound engineering education at the lowest possible cost, consonant with quality, for the men and women attending its various divisions.

Physical expansion of the campus centered on the addition of new buildings: Campbell Hall, 1926; Colton Hall, 1930; and the Laboratory Building Annex, 1947. Eberhardt Hall (formerly the Newark Orphan Asylum) was acquired in 1948.

NCE further expanded with the establishment of graduate-level courses. In 1946, programs were initiated in the chemical, civil, electrical, and mechanical engineering departments leading to the degree of Master of Science.

After Dr. Cullimore’s retirement, the Board of Trustees turned to an NCE graduate, Dr. Robert W. Van Houten as the new president. Among the developments of the Van Houten years were the establishment of the Research Foundation, the institution of annual science fairs, the expansion of the graduate school, initiation of the Engineering Opportunity Program, and the physical development of the Newark campus.

The Research Foundation was created in 1957 with the aid of a grant from Thomas M. Cole, President of Federal Pacific Electric Company. Throughout its history, the Foundation has served a dual role as an invaluable communications link between the university and the
corporate community, and as a development arm of the university to help fund research and instructional projects. The Engineering Opportunity Program, the Minority Engineering Scholars Program, the Center for Pre-College Programs, and many of the special research centers at NJIT came about through the creative dialogue and financial support encouraged by the Foundation.

If Dr. Cullimore's years had been devoted to establishing sure footings upon which the College could build, Dr. Van Houten's era was a time of adapting to change in order to prepare for new developments in educational theory and technology. During Dr. Van Houten's tenure, enrollment grew from just under 3,000 in 1947 to just over 6,000 in 1970, and the campus grew from 4 buildings on 2 acres of land to 12 buildings on a 20-acre campus when he retired.

In the 1950s and ‘60s many new academic programs at the baccalaureate, master, and doctoral levels were added to respond to the changing needs of students and society. The Engineering Opportunity Program for disadvantaged youths (now the Educational Opportunity Program, which had begun in 1968 with 20 students, increased significantly in the ensuing decades.

Another NCE graduate, William Hazell, succeeded Dr. Van Houten as president in 1970. Bachelor of Science programs in engineering technology, computer and information science, and industrial administration were added in 1972. The New Jersey School of Architecture was created in 1973. In 1975, in recognition of the new organization and broadened mission of the College, the institution's name was changed to New Jersey Institute of Technology (NJIT). The Institute held to its historic commitment to undergraduate professional education in the ‘70s under the brief presidencies of Drs. Paul Newell (1974-76) and Charles Bergmann (1976-77) while furthering graduate programs and research. By that time, a broad range of undergraduate and graduate degrees was being offered, including architecture, engineering, computer science, management, and other science-oriented programs. Cooperative Education. Programs were re-instituted in 1976.

In 1978, Dr. Saul K. Fenster became the sixth president of the college/university. NJIT underwent tremendous growth and diversification under the 24-year leadership of Dr. Fenster. Its enrollment grew to more than 8,300 students, with approximately 1,400 degrees awarded annually from the baccalaureate level though the Ph.D. in an array of engineering and technology disciplines, computer and information science, architecture, management, applied sciences, technical communications, and mathematics. New initiatives with the City of Newark and with nearby colleges and universities led to federated departments and to cooperative degree programs, especially with the Newark campus of Rutgers University and with the New Jersey University of Medicine and Dentistry.

Joining Newark College of Engineering and the New Jersey School of Architecture during Dr. Fenster’s presidency were the College of Science and Liberal Arts (1982), the School of Management (1988), the Albert Dorman Honors College (1993) and the College of Computing Sciences (2001).

Dr. Fenster oversaw major changes in the physical campus as well as increased curricular offerings. A new library, the Gutenberg Information Technology building, the
York Center for Environmental Engineering and Science, the Microelectronics Center, a remodeled School of Architecture, a refurbished Eberhardt Hall, Enterprise Development Centers, and a multi-level parking deck all transformed the appearance of the campus. A cooperative effort with neighboring universities led to the development of Science Park, a series of buildings bordering the west side of the campus and dedicated in large part to research in medical technology. Perhaps the most striking change during Dr. Fenster’s years as president was NJIT’s evolution from a predominantly commuter school to one with 4 residence halls providing dormitory and apartment-style living accommodations for approximately 1,200 students, a development that significantly changed the culture of the campus. In partial recognition of his dedicated leadership of the university during this period of growth, the new administration building, completed in the last year of Dr. Fenster’s tenure, was formally dedicated a few years later as Fenster Hall.

Faculty research grew exponentially during Dr. Fenster’s presidency. The acquisition of the Big Bear Solar Observatory in California in 1997 represents just one of many examples of state-of-the-art research opportunities available to faculty and students.

After Saul Fenster’s retirement in 2002, Dr. Robert Altenkirch was chosen as the new president of NJIT. Under his guidance, there has been a series of improvements in the physical appearance of the campus, most notably in the Campus Center and its surrounding areas. He has been overseen the transition of NJIT’s athletic program to Division 1 status, enhancing the university’s visibility. Working closely with the City of Newark, President Altenkirch has been instrumental in an ambitious plan to develop the neighborhoods adjoining the campus.

Continuing a fourfold mission of instruction, research, economic development and public service, NJIT has emerged as one of the leading comprehensive technological universities in the nation. NJIT is today the largest technological university in the New York metropolitan region. With robust Extension and Distance Education programs, NJIT’s degree and non-degree programs are available throughout the state and the world.

Today’s emphasis on graduate studies and research builds upon the fine undergraduate programs that have distinguished the university since its earliest days. The growth of doctoral programs and the number of degrees awarded resulted in NJIT’s reclassification to “Doctoral University II” in the Carnegie Classification system in 1994 and “Doctoral/Research University—Intensive” in 2000.

The NJIT Division of Continuing Professional Education (CPE) allows adult professionals to pursue advanced degrees, certificates, and advanced professional development courses (non-credit) in ways that emphasize convenience and flexibility. By offering a wide range of Distance Learning courses, CPE enables adults to meet work, family, and community responsibilities while continuing to acquire knowledge and develop professionally.

NJIT research initiatives focus on information technology, manufacturing systems, infrastructure, environmental engineering and science, microelectronics, solar physics, architecture and building science, management, and the applied life sciences. NJIT’s research program has a
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strong applications orientation, in which investigators seek responsible solutions to society's problems.

Formal articulation and/or joint admissions agreements exist with most community colleges within New Jersey. Joint programs are offered with Rutgers University, Ramapo College, Stockton State College, Seton Hall University, and the University of Medicine and Dentistry of New Jersey, as well as with the New York School of Dentistry and the SUNY-State College of Optometry.

**The university's 45,000 alumni are employed in almost every state of the nation, many with major corporations. Approximately 20,000 alumni are employed in New Jersey.**

1.2 **Administrative Organization**

1.2.1 **Board of Trustees**

The NJIT Act of 1995 (Chapter 400 Laws of N.J. 1995; approved January 10, 1996) declares that "the exercise by the university of the powers conferred by this Act shall be deemed to be public and essential government functions necessary for the welfare of the State and the people of New Jersey."

The Board of Trustees is the governing board of the university and consists of the Governor (or the Governor's designee) and the Mayor of Newark as *ex officio* non-voting members, in addition to a maximum of 15 citizens of the State, appointed by the Governor with the advice and consent of the Senate.

Regular meetings of the Board are held throughout the year and are open to the public. A schedule of meetings is mailed annually to the *Star Ledger*, the *Passaic Herald News*, the *Vector*, and the City Clerk of Newark. The schedule may also be obtained from the Office of the President of NJIT.

1.2.2 **Administrative Officers**

The President is the chief executive officer of the university. Appointed by and subject to the authority of the university's Board of Trustees, the President *has* primary responsibility for all educational and administrative functions of the university, including appointing all faculty committees reporting directly to the President, providing formal communication between the Board of Trustees and the faculty and instructing staff of the university, and presiding at all formally recognized executive forums enabled by the university.

The Provost is the chief academic officer of the university. The Provost reports directly to the President and is Acting President when the President is absent.

The Deans are the chief academic officers of their respective Colleges or Schools. Deans report directly to the Provost. Departments are headed by chairpersons who report directly to the dean of that college. Chairpersons are responsible for the effective
operation of their Departments in accordance with Departmental bylaws, collective bargaining agreement policy where applicable, and university policy.

The committee structure at NJIT is an important source of faculty and staff input. The President and the Provost will appoint faculty committees to consider the many complex issues involved in the growth and development of a technological university. Early in the Fall Semester of each academic year, the Provost will distribute to each member of the faculty a current list of university committees and their members.

1.3 Federated Departments/Units

Upon the recommendation of the faculty, and with the approval of the administration, an academic Department or other faculty unit, such as a division within a Department, may federate with an academic Department or faculty unit of another university (e.g. Rutgers-Newark). Federation is intended to offer an expanded program, provide better services to students and faculty, and improve overall service. The resulting "Federated Department" exists as a full-fledged academic Department/Unit at both universities.