



STANDARD 4: LEADERSHIP AND GOVERNANCE



REPORT OF WORKING GROUP 3: THE NJIT LEADERSHIP PROCESS—INSTITUTIONAL CONSTITUENCIES AND THE ASSURANCE OF INTEGRITY

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4.0 WORKING GROUP ASSESSMENT CHECKLIST FOR STANDARD 4

FUNDAMENTAL ELEMENTS OF LEADERSHIP AND GOVERNANCE	TEAM EVALUATION
(From <i>Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards of Accreditation</i> . Philadelphia, PA: MSCHE, 2009)	4=EXEMPLARY 3=EMERGING EXCELLENCE 2=MEETS STANDARD 1=DEVELOPING COMPETENCY
➤ a well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community;	3
➤ written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents;	3
➤ appropriate opportunity for student input regarding decisions that affect them;	2
➤ a governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body’s fiduciary responsibilities can be fulfilled;	3
➤ a governing body not chaired by the chief executive officer;	4
➤ a governing body that certifies to the Commission that the institution is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body	2

compensation, if any;	
➤ a conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution;	3
➤ a governing body that assists in generating resources needed to sustain and improve the institution;	2
➤ a process for orienting new members and providing continuing updates for current members of the governing body on the institution's mission, organization, and academic programs and objectives;	3
➤ a procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives;	3
➤ a chief executive officer, appointed by the governing board, with primary responsibility to the institution; and	4
➤ periodic assessment of the effectiveness of institutional leadership and governance.	2

4.1 INTRODUCTION

4.1.1 Précis: Planning for a Common NJIT Future

Systematic development and deployment of checks and balances are critical to success in leading and governing an institution with a large number of constituents. NJIT has defined and put in place a number of processes that govern the roles of its constituents: advisory boards, administration, faculty, staff, students and the public. A description of the current practice is

given, with written policies, open records and lines of communication demonstrated. In particular, the processes for two-way communication between constituents are addressed to highlight efficient governance. Strategies to improve gender and ethnic diversity among NJIT's leaders, and generally developing leadership, are explained and the processes for implementing them are presented. Although NJIT's governance has been adequate to its mission to the present, this self study has led the institution to seize this opportunity to develop a new model of shared governance, with elements described in our recommendations, to meet future challenges.

4.1.2 An Overview of Group 3's Standard 4 Charge and Questions Addressed

To investigate NJIT's policies and practices in the area of leadership and governance required to assure institutional integrity and mission fulfillment, the Steering Committee and Working Group 3 jointly developed the following charge questions:

- 4.0 How may we best describe the leadership and governance processes at NJIT, and are those processes captured in the *Faculty Handbook*? (Section 4.2.1)
- 4.1 What strategies does NJIT use to ensure that its governance promotes adequate checks and balances among shareholders? (Section 4.2.2)
- 4.2 What challenges do the evolving roles of the governing and advisory boards at NJIT present, and how is NJIT preparing to meet those challenges? (Section 4.2.3-4.2.5)
- 4.3 What is the balance of diversity in the governing and advisory boards in terms of domain backgrounds (e.g., profit, not for profit and non-profit sectors)? How is organizational and domain diversity ensured and maintained? (Section 4.2.6)
- 4.4 What evidence can be provided that effective strategies are in place to assure the leadership future of NJIT in the areas of education, research, economic development, and service? (Section 4.2.7)
- 4.5 What strategies are used to identify early career faculty, instructional staff, and administrators for their leadership potential? How does the institution effectively develop the potential of these future leaders? (Section 4.2.8)
- 4.6 What strategies are used to incorporate gender and ethnic issues of diversity in decision making? Given the diverse environment at NJIT, how effective are these strategies? (Section 4.2.8)
- 4.7 What strategies are in place for communication between the university community and the governing or advisory boards? Given the increasingly complex educational environment within the state, how effective are these strategies? (Section 4.2.9)

4.2 SELF STUDY INQUIRY AND OUTCOMES

As described in *Characteristics of Excellence in Higher Education*, the fundamental elements of leadership and governance that institutions should demonstrate include

- a well-defined system with accessible, written policies outlining responsibilities for administration and faculty;
- written governing documents giving the structure, composition and duties, authority and accountability for governing bodies;
- a system that provides for student input on decisions that affect them;

- a governing body of a size, makeup, and expertise to represent the constituent and public interest and assure fiduciary responsibility, without conflict of interest;
- a governing body that assists in generating resources needed to sustain and improve the institution;

We critically examine our institutions based on these and other guidelines in the remainder of this section.

4.2.1 *The NJIT Leadership and Governance Process*

NJIT's history stretches back more than 130 years to 1881 (NJIT, *History*, 2011). Its present designation as one of New Jersey's three public research universities—with the University of Medicine and Dentistry of New Jersey and Rutgers, the State University of New Jersey—by the NJ State Legislature was established by the New Jersey Institute of Technology Act of 1995, (NJ Legislature) which also describes the makeup, authority and responsibilities for governance of the Board of Trustees, selected by the governor with the advice and consent of the senate (Trustees, *About*, 2011). Both the NJ State Governor and the Mayor of Newark serve as ex-officio, non-voting members, while an additional 15 voting members are appointed by the Governor. A separate Board of Overseers (2011) governs the Foundation at NJIT, the fundraising arm of the university. The Board of Trustees appoints the President of the university, who then oversees the multitude of academic and administrative departments (NJIT, *Administrative*, 2011) needed to operate the university. The faculty and instructional staff are represented in the shared governance structure primarily through (i) the faculty governing body—the Faculty Council (*About*, 2011)—which oversees the Faculty Handbook; (ii) the process of collective bargaining, representing the faculty, the Professional Staff Association (PSA/AAUP, 2011), and (iii) the normal lines of communication through the Deans to the Provost and Sr. Vice President for Academic Affairs (Provost, *About*, 2011).

The membership, bylaws, and minutes of meetings are prominently and openly displayed at the Board of Trustees website (Trustees, *About*, 2011). Likewise, the membership and bylaws of the Board of Overseers are available online (Overseers, 2011). Rules for conduct of both the administration and the faculty are codified in the Faculty Handbook (Faculty Council, *Handbook*, 2007), which is currently undergoing large-scale revision (Faculty Council, *Revision*, 2010) to modernize it and ensure that it reflects current practices, in addition to instituting substantive changes to address current and future challenges. A parallel initiative has also begun to move NJIT toward broader shared governance, involving not only faculty and administration, but also students, alumni, and staff, through a University Senate or similar model (Altenkirch, *Shared Governance*, 2011). (See Chapter 1, Section 1.2.1, for a history of NJIT.)

4.2.2 *The Assurance of Checks and Balances*

There are a number of strategies in place at NJIT for checks and balances among its constituents. Academic governance (Provost, *Academic Governance*, 2011), as related to faculty issues, is mandated primarily to the Faculty Council (2011), an elected representative group of the faculty. The Council utilizes the Faculty Handbook as a guide when it deliberates on behalf of the faculty.

Searches for academic posts from chairs to the Presidency are conducted in concordance with the Faculty Handbook. Evaluations of the academic and non-academic administrators are conducted every three years. Major decisions affecting the faculty and the academic programs must be approved by the faculty as a whole, as described in the Faculty Council bylaws (Faculty Council, *Appendix*, 2007).

The agendas of the Faculty Council meetings are made available to the general public (Faculty Council, *Archive*, 2010), as are the minutes of the Committee on Academic Affairs (Provost, CAA, 2011), which is comprised of academic administrators from the chairs to the provost, and run by the Provost. Twice a semester, the Faculty Council convenes a meeting in which the President and Provost attend and present updates of activities pertinent to the faculty. At that time, faculty members are able to question the President and Provost.

Students at both the undergraduate and graduate levels are represented by the Student Senate (2011) and the Graduate Students Association (2011), respectively. Members of both bodies are elected by their peers, are provided with a budget by the University, and hold meetings regularly so that its constituents can voice any concerns/issues that they feel their elected officials must address with the President and/or his designees. Students have a voice with respect to the faculty through feedback meetings with the chairpersons of the respective departments each semester. In addition, students evaluate all instructors in every class taught at NJIT. Should grievance issues or charges arise between faculty and students related to classroom demeanor, a University standing committee is available to hear and resolve issues.

Since 1968, when the State of New Jersey required all State supported colleges and universities to be represented by a collective bargaining unit, the Professional Staff Association (PSA/AAUP, 2011) was formed at NJIT. The members comprise tenured faculty, lecturers, and members of the professional staff generally below the title of director. The PSA negotiates directly with the administration on matters such as salary, performance-based pay, class hours of instruction, and represents members on grievance issues of promotion and tenure.

The President is held accountable by the Board of Trustees (*About*, 2011), whose members are appointed by the Governor. The Board holds six meetings a year and provides an open session wherein any member of the NJIT community can ask to be put on the agenda and address the Board. Lastly, NJIT is audited by the State of New Jersey on a regular basis. The audit consists of an accounting of all monies received and spent by NJIT.

4.2.3 Evolving Roles of the Governing Boards

As noted above, the Board of Trustees (BoT) is the legal governing body for NJIT, and performs many of NJIT's official duties, ranging from appointing and overseeing the President, to affirming promotion and tenure decisions (under the advisement of the academic departments, University P&T committee and the administration), to conferring degrees at the annual graduation ceremony. The BoT also has oversight of the University's annual budget, sets tuition rates, ratifies changes to the Faculty Handbook, sets University policy, and ensures compliance with local, State and Federal regulations. The Board of Overseers (BoO), as also noted above, is the governing body for the Foundation at NJIT, the 501(c)3 fundraising arm of the university.

Challenges for both boards arise from the same pressures: new ethics rules and increased NJ State oversight, the NJ State budget reductions, and the resulting need for increased sources of revenue outlined in the strategic plan, including increased student enrollment (BoT) and enhancing the base of private support (BoO). (For more on integrity, see Working Group Report, Standard 7.) Several strategies have been put into place to meet these challenges. The BoT and BoO members work in accordance with the new ethics guidelines, and must fill out annual conflict of interest forms to ensure continued awareness and compliance. The budget process has become one of continual innovation to minimize the impact on NJIT employees and students while maintaining a forward-looking route to the future.

Branding and uniformity in web and media presentations, and moving the athletic program to NCAA Division I, are strategies designed to increase private funding. As such, these initiatives expand the role of governing boards so that increased mission penetration may occur in targeted areas associated with the strategic planning process. (For more on this process, see Working Group Reports, Standard 1 and Standard 2.)

4.2.4 Communication Processes

The NJIT Board of Trustees holds regular meetings and according to the New Jersey Open Public Meeting Act, the schedule of the meeting dates of the Board of Trustees is mailed to the *Star Ledger*, the *Herald News* and the *NJIT Vector*. The Schedule is also mailed to the City Clerk of Newark (Trustees, *Minutes*, 2010). While public participation at Board of Trustees meetings is not required under the Open Public Meetings Act, the Board provides for public participation with respect to items of university business in accordance with some procedures (Trustees, *Procedures*, 2011). The Board of Trustees holds an annual budget meeting for the campus community each spring.

Faculty can bring issues to the Board also through the academic chain of command, either by bringing issues to the Faculty Council or through the department chair, dean, provost, and president.

4.2.5 Evolving Roles of Advisory Boards

At NJIT, Advisory Boards (also called Boards of Visitors) serve in an advisory capacity to provide a much-needed outside perspective on such issues as the curriculum content, tactics for achieving strategic goals, as well as aiding and advising on recruitment and marketing. The six individual colleges and schools (the Albert Dorman Honors College, the College of Computing Sciences, the College of Architecture and Design, the College of Science and Liberal Arts, Newark College of Engineering, and the School of Management) have their own boards, which function in different ways tailored to the needs of the different disciplines. There are also separate boards for the Alumni Association. The use of advisory boards extends to the department and research center level as well, and NJIT makes extensive use of this outside advice to ensure that our programs are aligned with the needs of industry, government, and society. These advisory boards meet at different times during the year as needed, but in addition all boards are gathered on campus on a single day in April of every year, coinciding with the Provost's showcase and

department-based research and academic program demonstrations, to provide a broad view of NJIT’s many offerings.

Like all other entities at NJIT, the Advisory Boards have been placed under new ethics rules and greater NJ State oversight to ensure that they abide by the tightened regulations. The Advisory Boards also play a role as boosters and in fundraising, aligned with the strategic plan’s emphasis on enhancing its base of private support. The current tight budgets have placed a further emphasis on the need for proactive fundraising.

4.2.6 Balance of Board Membership

For effective functioning of the Governing and Advisory Boards, some diversity in terms of domain backgrounds is desirable, with a balance of viewpoints from industry, government, and non-profit institutions. A recent tally of domain diversity for the BoT shows two members from the public sector (ex-officio, non-voting members NJ Governor Christie and Newark Mayor Booker), six retirees from for-profit companies, three members from current for-profit companies, one non-profit (charitable) organization and one not-for-profit (business) organization. The BoO is overwhelmingly made up of business leaders, reflecting its role as a link to the state’s economy. Of its 36 members, when the 5 from NJIT are excluded, only one is from a non-profit entity.

The numbers and breakdown of the Advisory Board members are shown in Table 4.0, where again the preponderance of members hail from for-profit companies, but with some diversity. Given the role of the boards in generating resources to sustain and improve NJIT, the emphasis on business leaders as board members is appropriate, but some domain diversity is maintained to provide the perspective of the broader constituency and public interest.

Table 4.0. Domain Diversity of Advisory Boards

Advisory Board	Total Members	For-Profit	Other
Newark College of Engineering	20	17	3 (1 USAF, 1 Essex County, 1 not-for-profit)
College of Architecture and Design	19	18	1 non-profit
College of Science and Liberal Arts	12	9	3 non-profit (education)
School of Management	18	12	3 non-profit 3 unidentified
College of Computing Sciences	24	22	2 non-profit
Honors College	30	28	2 non-profit (NJIT)
Alumni Association	31	No affiliations shown	No affiliations shown

4.2.7 Leadership Processes

NJIT prepares its graduates for positions of leadership as professionals and as citizens. The Honors College Leadership Colloquia (Honors, 2011), for example, are to allow students to hear and interact with leaders in science, business, and government. The Honors Leadership Colloquium Series (Honors, 2011) focuses on the interface between Science, Technology and Society. The program features talks by, and conversations with, industry, academic, and government leaders on a wide range of topics.

NJIT is a leader in education, as shown by the creation of cutting-edge degree programs that combine multiple disciplines. For example, the BA/BS in Communication and Media includes a Media Arts Track (Humanities, 2011) drawing from Architecture, Communications, Information Technology and other areas to create a unique program, with graduates that are well prepared for today's opportunities. Masters Degree programs such as Bioelectronics (ECE, 2011), Critical Infrastructure Systems (IS, 2011), and Pharmaceutical Bioprocessing (Otto H. York, 2011) are other examples of responsiveness to today's societal needs. The increase in new programs (IRP, 2011) is summarized in Table 4.1 and demonstrates a planned way to enhance mission penetration through education. (For more on NJIT's degree programs, see Working Group Report, Standard 11.)

Table 4.1. Increase in Number of Degree Programs by Category

Category	2007	2008	2009
Bachelors	36	44	45
Certificates	16	18	17
Masters	41	49	56

NJIT also stimulates and recognizes leadership by offering awards at multiple levels within the organization. The presidential leadership award (Florida, 2008) recognizes outstanding student leaders, student staff, campus organizations, and programs, as well as departments and colleges. The Board of Overseers offers two prestigious awards: (1) a service award presented in recognition of a sustained record of contributions that has enhanced the reputation of NJIT (Overseers, *Service*, 2011). Up to two awards may be given annually, one focused on service within the NJIT community, and one focused on service and activities extending beyond the NJIT community; (2) an Excellence in Research (Overseers, *Research*, 2011) award that recognizes a sustained record of research contributions that has enhanced the reputation of NJIT. NJIT also has a number of processes in place to identify individuals who have demonstrated excellence in teaching, scholarship and service. The Promotion and Tenure process (Provost, *Promotion*, 2011) identifies, through those who are tenured and promoted, individuals who may be expected to provide future leadership roles at the University. (For more on the promotion and tenure process, see the Working Group Report, Standard 10.) Faculty members who receive a prestigious NSF Career award are recognized and nurtured as potential future leaders in scholarship (Weinstein, 2010). Faculty, instructional staff and administrators (professional staff) compete for performance-based awards (Human Resources, 2008; PSA/AAUP, 2011). These

awards results in performance reviews that reward leadership and spur employees to greater leadership roles. (For more on the Faculty Performance Based Salary Increase Distribution System, see Working Group Report, Standard 7.)

Early career faculty at NJIT are mentored by more senior faculty members in order that they can become leaders in the department, in research, teaching and service. The Physics Department for example, assigns each of its new hires to a mentor among the full Professors (Gary, 2007). The Department of Mathematical Sciences also has a similar program.

New faculty receive a third year review, which can help to identify those most likely (and not) ultimately to be tenured and promoted (Gatley, 2010) (Women Faculty, 2005). In 2006, NSF awarded NJIT a three year ADVANCE grant aimed at advancing women faculty by facilitating collaborative research networks (ADVANCE, 2011). The intent is to avoid the possibility of women faculty being isolated in the workplace, and thus improving their potential for developing leadership roles at the University.

Although the aforementioned processes are in place, it apparently has not been particularly effective in developing future leaders from within the university. A definitive strategy is needed to identify individuals who demonstrate the potential for leadership and encourage them to compete for higher administrative positions. Perhaps the emerging shared governance model might result in a more defined system of identifying leaders within the university.

NJIT serves as a community leader, most notably demonstrated by the NJIT Campus Gateway Plan, a mixed-use, residential and retail redevelopment of properties north of campus. (JLL, Elkus Manfredi, NJIT, 2010). (For more on NJIT's community development efforts in fulfillment of mission penetration, see Working Group Report, Standard 3.) The project won approval from the Central Planning Board in September 2008 and the City Council in January 2009. Another example is the involvement of NJIT in the Newark Downtown Core Redevelopment program. The responsibility for oversight of the downtown redevelopment effort was transferred from the Newark Housing Authority to a corporation formed in 2006, the Newark Downtown Core Redevelopment Corporation (NDCRC) with President Robert A. Altenkirch as NDCRC Chairman of the Board. NJIT is involved in various other development efforts in the City, including, for example, University Heights Science Park. Career Services (2011) assists students by providing career guidance through self assessment, development of self marketing skills, and career counseling. Career Services encourages experiential learning by providing opportunities for full-time and part-time employment, cooperative education, and community services.

The Enterprise Development Center (EDC) (2011) at NJIT is home to nearly 86 high-tech and life-science companies. Located on the campus of the New Jersey Institute of Technology, EDC companies have access to NJIT facilities and can partner with researchers to help grow their business. The continuous effort in diversifying the programs has contributed to naming NJIT among the country's best institutions for undergraduate education, according to The Princeton Review.

4.2.8 Gender, Diversity and Leadership

The importance that NJIT places on gender and ethnic diversity can be seen in the 2004-2010 and 2010-2015 strategic plans (Altenkirch, 2005, 2010), both of which place diversity among our core values. Proactive strategies are in place to ensure that women and minorities get the support they need to become effective leaders. Two of the Provost's initiatives reflect these strategies: the Open Partnership (Provost, *Open*, 2011) linking women to leaders in industry and government, and Work/Life Balance (Provost, *Work*, 2011) providing benefits, policies (Human Resources, 2009), and resources to enable everyone on campus to negotiate successfully the competing demands of family and work. The Murray Center for Women (*Overview*, 2011) has played a leading role in promoting leadership opportunities on campus through its ADVANCE program (Murray, *ADVANCE*, 2011), and investigating and informing the university administration, faculty/staff (Murray, *Faculty*, 2011), and students of ethnic and gender issues through its Committee on Women's Issues (Murray, *Committee*, 2011). (For more on the diversity of the faculty, see Working Group Report, Standard 10.)

4.3 COLLABORATION WITH OTHER WORKING GROUPS

In scheduled meetings hosted by the Rapid Assessment and Steering Committee, our Working Group collaborated with other groups. Collaboration was also strengthened through meetings with the self study consultant (Robert Clark). Asynchronous communication was fostered through the open source content management system (Moodle); in that platform, the Working Groups collaboratively reviewed each stage of the planning and reporting process, from question design to outlines of the Working Group Reports, to edited review, to final copy.

4.4 CRITICAL ANALYSIS

Although our investigation of the charge questions of section 4.1, as detailed in section 4.2, has shown that NJIT has an adequate governance structure, policies and strategies for developing leadership, we have identified some areas where the current governance structure is lacking. In particular, some cross-communication among constituencies does not easily take place due to the compartmentalization of governing bodies, leading to difficulties responding in a timely way to new requirements from State, Regional, and Federal agencies. As an example, NJIT was charged by the state to institute a university-wide Information Literacy policy (Van Houten, 2011), with implications for the administration, students, and several faculty bodies (Undergraduate Curriculum Review Committee, Graduate Council, and Faculty Council), yet there was no single place to bring the issue. As a result, although NJIT was ultimately successful in fully implementing a plan, it took longer and was more difficult than if a broader governing body had been in place.

Another, related issue is the current structure of standing committees (Provost, *Committees*, 2010). These committees, put into place historically whenever a need is found, do not regularly report to any broad-constituency higher body, but tend to arrive at conclusions and make policy in isolation, reporting only to individual administrative officers. Policies with broader implications should be evaluated by a wider body with broader constituency.

4.5 CONCLUSIONS AND RECOMMENDATIONS

In completing this self study, we have identified a need to evaluate whether a new model of shared governance, such as a University Senate model, could better suit NJIT’s continued growth and the increasing complexity of today’s challenges. In particular, we recommend the creation of an institute-wide governing body that can review, respond to, and set policy for issues of campus-wide impact.

NJIT’s standing committee system needs to be overhauled to incorporate broader oversight and put into place a reporting structure to broaden knowledge of the policies they enact. Adoption of a University Senate model might be one way to accomplish this, with the committees being standing committees of the Senate.

4.5.1 Recommendations Table: Standard 4: Leadership and Governance

RECOMMENDATION 1	Evaluate whether a new model of shared governance could better suit NJIT’s continued growth and the increasing complexity of today’s challenges.
<ul style="list-style-type: none"> • VISION: The desired future for the recommendation 	Improve NJIT’s ability to respond in a timely way to issues of broad impact on multiple constituencies across the University.
<ul style="list-style-type: none"> • STRATEGY: The methodology recommended to achieve the vision 	Study alternative models for shared governance and propose a new model, to be ratified by each group through existing shared governance processes.
<ul style="list-style-type: none"> • TACTIC: The specific action recommended to implement the strategy 	Create a steering committee with representatives across all shareholder groups (faculty, staff, students, administrators, alumni, union leaders), to examine NJIT’s current practices and alternative models, to seek an optimum model, and communicate clearly to their constituencies the improvements to be expected from the suggested implementation.
<ul style="list-style-type: none"> • ASSESSMENT: The metric recommended to measure achievement of the vision 	All shareholder groups ratify the new model through existing shared governance processes, with an orderly transition from old to new model.

RECOMMENDATION 2	Redesign NJIT's standing committee system to incorporate broader oversight and improve reporting of policies.
<ul style="list-style-type: none"> • VISION: The desired future for the recommendation 	<p>Create a system where standing committees meet regularly, operate openly and report the outcome of their work to a broad constituency prior to the creation of new or changed policy.</p>
<ul style="list-style-type: none"> • STRATEGY: The methodology recommended to achieve the vision 	<p>Create an alternative model of shared governance with a broad-based governing body that incorporates standing committees to replace the current structure.</p>
<ul style="list-style-type: none"> • TACTIC: The specific action recommended to implement the strategy 	<p>Include as a central tenet in the charge to the shared governance steering committee that the problems with existing standing committees be considered in the new structure.</p>
<ul style="list-style-type: none"> • ASSESSMENT: The metric recommended to measure achievement of the vision 	<p>The creation of a new system of standing committees that report their findings to the higher body, and all recommended policies get broad scrutiny prior to enactment.</p>

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