



STANDARD 6: INTEGRITY



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

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6.0 WORKING GROUP ASSESSMENT CHECKLIST FOR STANDARD 6

FUNDAMENTAL ELEMENTS OF INTEGRITY	TEAM EVALUATION
<p><i>(Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards of Accreditation. Philadelphia, PA: MSCHE, 2009)</i></p>	<p>4=EXEMPLARY 3=EMERGING EXCELLENCE 2=MEETS STANDARD 1=DEVELOPING COMPETENCY</p>
<p>➤ fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably;</p>	3
<p>➤ fair and impartial practices in the hiring, evaluation and dismissal of employees;</p>	3
<p>➤ sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents;</p>	3
<p>➤ equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management;</p>	3
<p>➤ a climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom;</p>	4
<p>➤ an institutional commitment to principles of protecting intellectual property rights;</p>	3
<p>➤ a climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives;</p>	3

➤ honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices;	3
➤ required and elective courses that are sufficiently available to allow students to graduate within the published program length;	2
➤ reasonable, continuing student access to paper or electronic catalogs;	3
➤ when catalogs are available only electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically;	3
➤ when catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated;	3
➤ changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution's community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies;	2
➤ availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission's action, accurately reported and made publicly available to the institution's community;	2
➤ information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered;	2
➤ institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation;	3
➤ fulfillment of all applicable standards and reporting and other requirements of the Commission; and	2

<p>➤ periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>3</p>
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6.1 INTRODUCTION

6.11 Précis

Integrity at NJIT permeates at two levels. At a macro-level, integrity is included as a core value in the NJIT strategic plan, the university has embraced the state-mandated Uniform Code of Ethics for faculty, administration and staff, and student integrity is guided by the University Code of Academic Integrity. At the micro-level NJIT fosters, assesses and maintains integrity through ethics training, conflict of interest disclosure, and online sexual harassment training, and by providing events highlighting women’s issues, cultural diversity, and sexual orientation. NJIT’s policies and procedures ensure integrity in faculty selection, promotion, tenure, retention and compensation and administrative review. The integrity in the process of promotion and tenure is reflected in published and widely available criteria and policy statements in the Faculty Handbook and in documents on the Provost web page. NJIT’s University Code of Academic Integrity meets the standard of other technology schools we have examined, with clear and easily understood language and clearly articulated and enforced penalties for violations.

6.12 The NJIT Model of Integrity

To examine NJIT’s policies and practices in the area of integrity—defined assurance to our shareholders that NJIT is committed to high ethical standards and the pursuit of intellectual freedom—the Steering Committee and Working Group 3 jointly developed the following charge questions:

1. What strategies are used by NJIT to achieve and communicate its integrity as the state's public science and technology university? (Sections 6.1 and 6.2.4)
2. Employing processes such as those determined by the Internal Review Board, how does the university maintain an effective framework for ethical conduct in the areas of education, research, economic development, and service? (Section 6.2.2)
3. What evidence is there that NJIT fosters, assesses, and maintains the integrity of faculty, instructional staff, and administrators? (Section 6.2.3)
4. What strategies are used at NJIT to foster a climate that demonstrates respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives? (Section 6.2.5)
5. What mechanisms are used by NJIT to meet the standards set by the New Jersey State Conflict of Interest statutory mandates, as well as ensure that the NJIT community is aware of, and complies with, New Jersey State ethics laws, regulations, and executive orders? (Section 6.2.5)
6. How effectively does NJIT demonstrate integrity in faculty selection, promotion, tenure, retention, compensation, and administrative review? (Section 6.2.5-6.2.6)

7. How effective are the strategies used by NJIT to instill integrity across its colleges, athletics, and other endeavors so that students adhere to principles of academic integrity while enrolled in our academic programs? (Section 6.2.7)
8. How do NJIT's integrity policies compare to science and technology universities nationwide? (Section 6.2.8)

6.2 ANALYTICAL DISCUSSION OF THE INQUIRY AND OUTCOMES

The report *Characteristics of Excellence in Higher Education* (2009) provides a list of fundamental elements of integrity that institutions should aspire to meeting. The key issues relate to:

- Fair and impartial processes, published and widely available;
- Fair and impartial process in the practice of employee hiring;
- Adoption of sound ethical practices and avoidance of conflict of interest;
- Clear guidelines available to all for faculty promotion and tenure;
- Ensuring climate that fosters respect among students, faculty, staff;

We critically examined our institution based on these and other guidelines commencing in section 6.2.1.

6.2.1 NJIT Core Values: Excellence, Integrity, Student-Centeredness, Civility, and Diversity

There are many strategies and practices that NJIT uses to achieve and communicate its integrity as the state's public science and technology university, which include, but are not limited to, the following highlights: the inclusion of integrity as a core value within the NJIT strategic plan (Altenkirch, 2010); the president and academic leaders' various communications to the community (Altenkirch, 2004); NJIT requiring disclosure forms and compliance with the "Uniform Code of Ethics" from the NJ State Ethics Commission; reminders and training from our NJIT Ethics Liaison Officer; the revision of "The University Code on Academic Integrity" regarding student integrity polices developed in 2008-09 by the Dean of Students with input from students and approved by the university; ethical regulations prominently posted on the NJIT website; new faculty orientations; periodic ethical training by the NJIT Human Resources department such as how to understand and avoiding sexual harassment: codes of conduct for use of the libraries and computers; and, within individual departments, videos dealing with avoiding plagiarism . Such communications and feedback serve as a constant reminder to the NJIT community.

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 Institute. Integration of studies conducted by the ADVANCE team will foster a climate of diversity at NJIT.

6.2.2 Sustaining the NJIT Model of Integrity

NJIT maintains and promotes ethical conduct throughout the university, most visibly through the efforts of the Institutional Review Board (IRB), the Sponsored Research office, the Office of Human Resources, and the Dean of Students office, but also through, among others, the ethical policies involving computing resources and intellectual property. The NJIT Institutional Review Board (IRB) works to assure that researchers fulfill the public's trust in the research enterprise by putting the welfare of research participants ahead of the interests of the institution or of the researcher's personal financial interests (Apgar, 2007; IRB, 2007). Any conflicts of interest with the rights or welfare of research participants must be disclosed to the IRB, which determines whether a conflict exists and manages any conflicts in accordance with the best interests of research subjects. Among the issues dealt with by the IRB are the following: respect for persons; consent, privacy, and confidentiality; beneficence; risks versus benefits; justice; and equity. Human subjects' protection training is required for all members of research teams (SRA, 2011). The Sponsored Research Administration ensures that funds provided from external sources to support research and other projects are administered in accordance with university policies as well as those of the sponsor (OHRP, 2011). The Department of Human Resources plays an important role in training and maintenance of ethical conduct, including through its Ethics Liaison Office (Human Resources, *Ethics at NJIT*, 2011). The orientation for new employees deals with (among other issues) ethics with respect to the NJIT community, training, prohibitions, the scholarly capacity rule, disclosures, post-employment and reporting issues (Human Resources, *New Employees*, 2011). The NJIT Dean of Students strives to promote and maintain academic integrity and integrity of student behavior and academic processes, including implementing appropriate sanctions for violations thereof (NJIT, *University Code*, 2009). Academic and professional integrity extends to the use of computing resources as well as with respect to the related issue of plagiarism (CAA, 2006). Promotion of ethical conduct also extends to the intellectual property arena through a contract that university-employed inventors must sign (Research and Development, 2009).

As further evidence of integrity at NJIT, in October of 2007 the State Commission on Investigation released an extensive report examining the governance, oversight, and accountability of post-secondary institutions in the state. The investigation was extensive, and billions of dollars of transactions were reviewed. In the report—*Vulnerable to Abuse: The Importance of Restoring Accountability, Transparency, and Oversight to Public Higher Education Governance*—NJIT emerged as an institution with a capable administrative structure in place, one that maintained effective, efficient, and ethical operating practices. While the Commission noted that additional state oversight would be beneficial across post-secondary institutions, NJIT was fared well—indeed, arguably emerging as a leader in sound fiscal management—in the report (SCI, 2007).

6.2.3 Role of the Ethics Liaison Officer

The May 2008 creation of the position of Ethics Liaison Officer was spurred by new State regulations. Mechanisms were put into place to ensure that NJIT meets the standards as outlined

by the Conflict of Interest Law (to ensure the NJIT community is aware and in compliance with the law, regulations, and executive orders).

Ethics training is required of all employees, who are clearly informed that the New Jersey State Act 52.34-10.9 requires that officers and employees of NJIT, who are involved in the procurement process, file disclosure statements (Human Resources, *Disclosure*, 2011) about personal and business relationships. There are three types of disclosures that must be recorded on this form; disclosure of any interest in a firm; any professional relationship with any party that has been awarded a public contract with NJIT; any personal relationship with a firm that has been awarded a public contract with NJIT. In addition, an “Attendance at Events” form (Human Resources, *Attendance*, 2011) is required of each employee prior to attending an event, to obtain prior approval. The form specifies that the employee is not permitted to accept an honorarium or fee for any activity he or she participated in at the event. Yearly disclosure (Human Resources, *Published Works*, 2011) is required of faculty (employees serving at NJIT in a scholarly capacity) of all benefits received for engaging in scholarly activity from all sources except benefits received from NJIT. Outside activities, too, whether compensated or voluntary, must be disclosed by completing the State of New Jersey Outside Activity Questionnaire and receiving permission from the supervisor and the NJIT Ethics Liaison Officer.

The President of NJIT completes a mandatory Financial Disclosure Statement, and the members of the Board of Trustees must complete an annual Conflicts of Interest Disclosure Form. Finally, NJIT regularly provides information to employees on an ongoing basis updating them on issues involving ethics. These are published on the NJIT Ethics Website and the Human Resources website. State-published newsletters are sent to the NJIT community, and posted on the NJIT Ethics and Human Resources websites. The Human Resources website further publishes newsletters relevant to ethics and conducts an awareness campaign to notify the NJIT community of their rights and responsibilities under the law, regulations, and executive orders.

Other methods involve maintaining a constant state of awareness of ethical rights and responsibilities; a mechanism to report ethical violations that employees may become aware of and a recusal process for employees when an event occurs that could cause them a personal or financial conflict of interest. NJIT has an ethics reporting mechanism for members of the NJIT community to report suspected ethics violations, and a recusal process for NJIT employees/officers to recuse themselves when there is a personal or financial interest that would conflict with their responsibilities.

6.2.4 Fostering, Assessing, and Sustaining the Core Values

The mechanisms NJIT employs to foster ethical conduct of faculty and staff commences from the first day of hire during the new hire orientation program (Johnson, 2010). The faculty and staff are informed at orientation of relevant regulations that could affect them and codes of conduct and professional behavior expected of them. It is required that faculty and staff attend the new hire orientation program and participate.

Employee ethics training occurs at four different levels specific to faculty, adjuncts, staff, and board members (Human Resources, *Ethics Regulations*, 2011). Employee activities are constantly

monitored by requiring that they complete the activity forms described in section 6.2.3 before entering into activities that could bear on ethics infringements. Employees are clearly informed about the requirements to file disclosure statements about personal and business relationships. In addition to flagging suspect activities, a goal of these requirements is to educate employees about what constitutes an ethical violation and maintain awareness of ethical concerns. To this end, certain information is disseminated yearly, such as the Conscientious Employee Protection Act (CEPA), the State Uniform Ethics Code, and the New Jersey Supplemental Ethics Code. For the latter two, a mechanism has been created that requires a receipt acknowledging the employee's understanding and acceptance of these codes.

In collaboration with the Office of Legal and Employment Affairs, and in keeping with NJIT's responsibilities under the law, HR conducted a mandatory managerial Sexual Harassment Awareness training program in 2005 (Human Resources, *HR Buzz*, 2005), and encourages faculty and staff to complete online sexual harassment training. Sexual harassment topics are part of the new-hire training also (Johnson, 2010).

6.2.5 Fostering Diversity

The essence of diversity always been at the heart of NJIT but over the past several years diversity has been developed and maintained in new ways. In 2005, President Altenkirch brought in a new internet based sexual harassment seminar for the faculty (Altenkirch, 2005) and highlighted the online sexual harassment policy that is accessible via the NJIT website (Human Resources, *Sexual Harassment*, 2004). The University has always had a zero tolerance for sexual harassment but awareness is equally important. For the years 2007 through 2009, only 1 hate crime and no sexual assaults occurred on campus (Sabattis, 2010).

More importantly NJIT actively engages its diverse population of students with an array of social events targeting women, different cultures, and diverse sexual orientations. Integral to this investment is the ADVANCE initiative discussed above. As well, the NJIT Campus Center has a Diversity Programs Office that coordinates and funds programs with student clubs such as Spectrum, HOST/SHPE, NSBE and AIS (Student Leadership Programs, 2011) (Student Senate, 2011). In addition, the Campus Center's Women's Center, home to the Committee on Women's Issues, also coordinates with on-campus women's groups, such as the Society of Women Engineers, to ensure a balance in campus programming (Murray, 2011). In 2009, 82% of the graduating class of 2013 rated the importance of cultural and life choice diversity from moderately important to very important in their choice to come to NJIT (IRP, *Entering Undergraduate*, 2009). As further proof of NJIT's expanded programming, student satisfaction with a feeling of community and the availability of cultural events, has improved from 58% satisfaction in 2006 to a 67.3% satisfaction in 2010—an increase of 9.3% (IRP, *Student Satisfaction*, 2009). Students on campus also feel as though they are being dealt with fairly by administration and faculty. This rating has also increased 3%, from 69% to 72.2%.

To ensure NJIT's diversity for years to come, the strategic plan for 2010-2015 (Altenkirch, 2010) focuses on four fundamental values—three of which relate to diversity. “Integrity”, “Civility”, and “Diversity”, three of the four values that NJIT will be enhancing over the next 5 years all

foster respect, integrity and the diverse demographics at NJIT. The school has also had an initiative in place since 2005 to “Enhance the diversity of the faculty to mirror the percentage of African-American, Hispanic, and women terminal degree recipients working in academia by 2010”(Steffen-Fluhr and Daniel, 2005). This initiative will be continued under the strategic plan. Significantly, NJIT remains committed to attracting and enrolling the best and the brightest from all backgrounds to ensure a rich diverse experience for students and faculty.

6.2.6 Integrity and the Faculty Review Process; Updated Faculty Handbook Revisions Complete

In keeping with the designation of integrity as a core value in the strategic plan, NJIT strives to demonstrate integrity in all matters relating to faculty selection, retention, and advancement. Key sections of the *Faculty Handbook* have now been updated (Faculty Council, *Revisions*, 2010) to reflect better current practice and our commitment to an open process with high standards in these areas. The updated Faculty Handbook provides guidelines (Faculty Council, *Handbook*, 2010) for the selection and appointment of faculty and key administrators (also described in the earlier version of the Handbook (Faculty Council, *Handbook*, 2007)). The Equal Employment Opportunity Policy is stated in the Handbook (Faculty Council, *Handbook*, 2007) and is also included on all advertisements for open positions (Human Resources, *Career Site*, 2011).

Significantly, the *Faculty Handbook* has now been brought into compliance with the 2007 Middle States review by Katherine Mayberry and Herman Berliner of our Periodic Review Report. That is, Recommendation 1—that a “systematic revision of the Faculty Handbook, with particular focus on ensuring that tenure and promotion policies are rigorous, clear, and consistent across all colleges and departments”—has now been completed, as the records of the Faculty Council demonstrate. As well, the role of the deans in the process of promotion and tenure has now been clarified.

The integrity in the process of promotion and tenure is reflected in criteria and policy statements in the updated *Faculty Handbook* (Faculty Council, *Revisions*, 2011) and in documents on the Provost web page (Provost, *Promotion*, 2011) and distributed annually (Gatley, 2010) to department chairs, to be disseminated to the faculty. The criteria for promotion and tenure can vary among departments, and are specified by the department at the time of the promotion and tenure request (Provost, *Promotion Form*, 2009), but the University Committee on Promotion and Tenure is charged with applying the criteria consistently after rigorous review (Gatley, *Promotion Guidelines*, 2010). Similar guidelines are followed for a rigorous third-year review (Gatley, *Third Year Review*, 2010) of all tenure-track faculty, called for in the Faculty Handbook (Faculty Council, *Revisions*, 2010) and conducted by the department, Dean, and Provost. Lack of adequate progress demonstrated in the third-year review will result in a terminal year appointment.

Like decisions on tenure and promotion, performance-based compensation is based on the four main areas of teaching effectiveness, research, scholarship, and service (Faculty Council, *Revisions*, 2010). During the period 2002-2009, the merit process was conducted by individual departments based on internally defined criteria agreed to by the department P&T committee in consultation with the Dean. In 2010-2011, and new, more centralized system, the Faculty

Performance Based Salary Increase Distribution System (Altenkirch and Golub, 2010), has been instituted as part of contract negotiations between the administration and the PSA. This process is more rigorous, adheres to strict criteria that are more uniform across all departments, schools and colleges, and uses a uniform grading rubric according to set formulas. To ensure the integrity of the process, the detailed reports and results are shared with faculty, who are allowed to make corrections, and there is a period available for appeal. The final summary results will be openly available. It is expected that this pilot program will become the model for future years.

6.2.7 Integrity and Campus Culture

A major reinterpretation of academic integrity policies on campus was led by students, for students, working with the NJIT administration to create the honor code task force in 2008/2009 (NJIT, *Academic Integrity*, 2009), based on a previous investigation of integrity issues in 2006 (Task Force on Academic Integrity, 2006) This honor code task force developed a comprehensive new University Code on Academic Integrity (hereafter, The Code), which was adopted in 2009 (Sebastian, 2009)(NJIT, *University Code*, 2009). The Code creates clear and effective consequences for code violations, through the creation of the XF grade that appears on the student's transcript with the notation "Failure due to academic dishonesty." In addition to specification of violations and consequences, the Code explicitly defines the responsibilities of students, faculty, department chairs and advisors, and others involved in the process to create an environment conducive to academic integrity. Responsibilities of the faculty include communicating integrity policy and expectations, assisting in training of new faculty/instructors in the policy, providing an environment that contributes to ethical behavior, and reporting violations to the Dean of Students (Dean of Student, *About*, 2011). The Dean of Students maintains anonymity to students who report violations, coordinates gathering of information, and brings reports of violations to the Committee on Professional Conduct, which handles integrity violations along with many other forms of professional conduct violation (Dean of Students, *Student Professional Conduct*, 2011). The Code also creates an Honor Commission, whose members are students, faculty and administrators, specifically for the purpose of creating programs and publicity to promote academic integrity, assist in an annual seminar on academic integrity, and to keep issues of academic integrity in the forefront of faculty and student organizations.

In intercollegiate athletics, the NCAA places great emphasis on academic integrity as one of the operating principles of the NCAA Certification Self-Study (NCAA Certification Steering Committee, 2008). The organization of the NJIT Athletics department was built around ensuring high academic standards for its student athletes.

6.2.8 Integrity and the Student

A comparative analysis of NJIT's integrity policies to science and technology nationwide is a crucial index of its achievement. Comparison is warranted among public institutions (e.g., Georgia Institute of Technology) private intuitions (e.g., Stevens Institute of Technology, Rochester Institute of Technology). In comparison, it is evident that NJIT's University Code on Academic Integrity sets forth a clear, concise code of conduct, and easily understood and

enforced consequences, consistent with those of similar technology institutions. Moreover, its existing policies compare very favorably with such similar institutions.

In furtherance of its commitment to integrity issues, NJIT might consult national organizations such as Center for Academic Integrity (2011), which provides survey and assessment materials for conducting an assessment of academic integrity on campus and Association for Student Judicial Affairs/Association (2011), an organization for administrators engaged in adjudicating integrity violations. A final component to further academic integrity at NJIT and help the university sustain its high standards would be the adoption of a Virtual Academic Integrity Lab,¹ an online resource for both students and educators to combat plagiarism and other academic misconduct. It would also be very useful as a training exercise.

6.3 CRITICAL ANALYSIS

Based on the discussion above, it can be seen that NJIT meets or exceeds the criteria of the *Characteristics of Excellence in Higher Education* report with respect to maintaining high standards of integrity. In particular, NJIT has an on-going initiative—one that has now satisfied the recommendations of the 2007 MSCHE review of the periodic review report—to notify the NJIT community of their rights and responsibilities under the law. The *Faculty Handbook* (section 2.4) provides clear guidelines on the practice of hiring employees, both administrators and faculty. The institute avoids conflicts of interest by requiring employees to fill out personal business disclosure forms (Human Resources, *Ethics Regulations*, 2011); attendance at events forms (Human Resources, *Attendance*, 2011); and scholarly capacity disclosure forms (Human Resources, *Published Works*, 2011). Transparency is provided with respect to faculty promotion and tenure and guidance is provided in section 2.2.3 and 2.2.4 of the Faculty Handbook. Faculty are provided with feedback about tenure in a third-year review available on the Provost web site (Provost, *Promotion*, 2011). Further, Section 4 of the *Faculty Handbook* (subsection 4.1) states that NJIT does not discriminate against any applicant regardless of age, gender and national origin. Finally, NJIT has a clear home page from which individuals can steer to obtain any information required regarding matters pertaining to maintaining standards of integrity.

6.3 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.

¹ The University of Maryland has implemented an online academic integrity which could serve as a helpful model for NJIT.

6.4 RECOMMENDATIONS

While the NJIT Core Values address diversity of faculty and students who are already at NJIT, a uniform plan should be implemented so that faculty and students from diverse backgrounds are recruited, retained, and mentored to succeed (faculty achieving tenure and assuming leadership positions, and students graduated in a timely fashion and started on rewarding careers).

We recommend a more consistent and thorough reporting by instructors of integrity violations in the classroom, and mandatory periodic reminder to faculty members and follow-through by the department chairperson of actions expected of faculty in the written policies set forth in the University Code on Academic Integrity.

6.4.1 Recommendations Table: Standard 6: Integrity

RECOMMENDATION 1	Create and implement a uniform plan to recruit, retain, and mentor faculty and students from diverse backgrounds.
<ul style="list-style-type: none"> • VISION: The desired future for the recommendation 	Improve the gender and ethnic diversity of the University.
<ul style="list-style-type: none"> • STRATEGY: The methodology recommended to achieve the vision 	For faculty, create incentives for search committees to select candidates from diverse backgrounds, and for candidates to accept offered positions. For students, increase recruitment efforts, especially to women. Continue to use analysis gained by ADVANCE effort sponsored by NSF.
<ul style="list-style-type: none"> • TACTIC: The specific action recommended to implement the strategy 	Create a pool of funds to be used to create faculty slots, and to entice well-qualified candidates from diverse backgrounds to accept positions at NJIT. Institute a recruitment committee to create promotional materials and identify targeted groups for outreach.
<ul style="list-style-type: none"> • ASSESSMENT: The metric recommended to measure achievement of the vision 	Improvements in diversity among faculty and students.
RECOMMENDATION 2	Achieve a better awareness on the part of instructors on NJIT's University Code on Academic

	Integrity, and their roles in reporting cheating in the classroom
<ul style="list-style-type: none"> • VISION: The desired future for the recommendation 	<p>Each instructor will receive individual instruction on the University Code on Academic Integrity, their role in it, and will receive yearly reminders of its importance.</p>
<ul style="list-style-type: none"> • STRATEGY: The methodology recommended to achieve the vision 	<p>Oversight and verification of transmittal of information flowing from Deans to department chairs to individual instructors. Consultation with Center for Academic Integrity and Student Judicial Affairs/Association to define tactics and assessment plans.</p>
<ul style="list-style-type: none"> • TACTIC: The specific action recommended to implement the strategy 	<p>Deans ensure individual training of department chairs in required actions and responsibilities of their instructors. Chairs ensure individual training of instructors. Deans remind chairs, and chairs remind instructors yearly of importance, responsibility and specific steps to report cheating. Creation of a Virtual Academic Integrity Lab informed by best practice at University of Maryland.</p>
<ul style="list-style-type: none"> • ASSESSMENT: The metric recommended to measure achievement of the vision 	<p>Student satisfaction surveys show marked improvement in their feelings about enforcement of academic integrity.</p>

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