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Preface

Founded in 1855, Kean University was the first public post-secondary institution in New Jersey. In its role as a normal school for training teachers and principals for the City of Newark, the institution graduated many of the first generation of professionally trained schoolteachers in New Jersey. In 1958, the institution’s mission expanded from its original, single purpose to become a comprehensive undergraduate institution. In 1957, the college relocated to a site purchased from the Kean family estate in the Township of Union. Sixteen years later, the institution’s name was changed from Newark State College to Kean College of New Jersey. On September 26, 1997, the Commission on Higher Education granted university status to our institution. In 2008, the University successfully started its first doctoral level programs. Today, the University’s enrollment ranks third among the public and private colleges and universities in New Jersey.

Our undergraduate programs, which include disciplines in the liberal arts, natural sciences, social sciences, health professions, applied sciences, visual arts, performing arts, and teacher education, are housed in five colleges. The Nathan Weiss College of Graduate Studies administers the graduate programs, which range from education to public administration to nursing. Kean’s faculty is recognized for teaching excellence, scholarship and service.

Kean University continues to respond to the major demographic and social changes in the New Jersey metropolitan area. With one of the most multicultural student populations in the state, exceptional academic support programs have been developed that respond to the requirements of an increasingly diverse undergraduate and graduate student population.

Kean University is positioning itself to meet the changing educational and developmental needs of the future. We remain committed to a mission that provides access, opportunity and affordability to New Jersey’s students and citizens. Kean University is proud of its tradition of service to the community and commitment to scholarship and teaching. We will continue to build on this distinguished history as we plan for the future.

Dawood Y. Farahi, Ph.D.
President

August 2011
Mission Statement

Kean University is a public cosmopolitan university serving undergraduate and graduate students in the liberal arts, the sciences, and the professions. The University dedicates itself to the intellectual, cultural, and personal growth of all its members - students, faculty, and professional staff. In particular, the University prepares students to think critically, creatively and globally; to adapt to changing social, economic, and technological environments; and to serve as active and contributing members of their communities.

Kean offers a wide range of demanding programs dedicated to excellence in instruction and academic support services necessary to assure its socially, linguistically, and culturally diverse students the means to reach their full potential, including students from academically disadvantaged backgrounds, students with special needs, and adults returning or entering higher education.

Kean is steadfast in its dedication to maintaining a student-centered educational environment in which diversity can flourish and an atmosphere in which mutual respect characterizes relations among the members of a pluralistic community. The University seeks to combine excellence with equity in providing opportunities for all students.

Kean is a teaching university, and Kean faculty dedicate themselves to student learning as well as academic rigor. The focus on teaching excellence is supported by a commitment to research, scholarship, creative work, and innovative uses of technology. The focus includes the advancement of knowledge in the traditional disciplines and the enhancement of skills in professional areas. Kean is committed to providing global educational opportunities for students and faculty.

Kean is an interactive university, and the University serves as a major resource for regional advancement. Kean collaborates with business, labor, government and the arts, as well as educational and community organizations and provides the region with cultural events and opportunities for continuous learning. Kean is also committed to providing students and faculty educational opportunities in national and international arenas.

March 2007
II. DATA BY CATEGORY

A. ACCREDITATION STATUS

1. Institutional Accreditation
   Accreditng Body: Middle States Association of Colleges and Schools
   State Licensing Agency: New Jersey Commission on Higher Education

2. Professional Accreditation and Specialized Professional Associations

   College of Business and Public Management
   Master of Public Administration
   Accreditng Body: National Association of Schools of Public Affairs and Administration

   College of Education
   All programs in the College of Education as well as teacher education programs located in other colleges are accredited by the National Council for Accreditation of Teacher Education (NCATE). The initial accreditation was awarded in 1954 and is currently fully accredited through 2017, the following specialized accreditations and recognitions have been achieved:

   M.A. in Speech Pathology
   Accreditng Body: American Speech-Language-Hearing Association

   M.A. in Reading Specialization
   Specialized Professional Association: International Reading Association

   B.A. and M.A. in Early Childhood Education
   Specialized Professional Association: National Association for the Education of Young Children

   B.A. in Elementary Education
   Specialized Professional Association: Association for Childhood Education International

   M.A. in Instruction and Curriculum
   Classroom Instruction Option
   Specialized Professional Associations:
     National Science Teachers Association
     National Council of Teachers of Mathematics
     Association for Childhood Education International

   Biology Option
   Specialized Professional Association: National Science Teachers Association

   Chemistry Option
   Specialized Professional Association: National Science Teachers Association

   Earth Science Option
   Specialized Professional Association: National Science Teachers Association

   Mathematics Option
   Specialized Professional Association: National Council for Teachers of Mathematics
Teaching Physics Option  
Specialized Professional Association: National Science Teachers Association

World Language Option  
Specialized Professional Association: American Council on the Teaching of Foreign Languages

B.S. in Athletic Training  
Accrediting Body: Commission on Accreditation of Athletic Training Education

B.A. in Physical Education  
Specialized Professional Association: National Association for Sports and Physical Education

All Programs in Special Education and Literacy (M.A.,B.A.)  
Specialized Professional Association: Council for Exceptional Children

M.A. in Reading Specialization  
Specialized Professional Association: International Reading Association

College of Humanities and Social Sciences

Professional Diploma in School Psychology  
Accrediting Bodies: National Association of School Psychologists  
National Council for Accreditation of Teacher Education

College of Natural, Applied and Health Sciences

B.A. in Biology (Teacher Education Option)  
Specialized Professional Association: National Science Teachers Association

B.S. in Chemistry Program  
Expanded Option  
Chemical Instrumentation Option  
Specialized Professional Association: American Chemical Society

B.A. in Chemistry Program (Teacher Education Option)  
Specialized Professional Association: National Science Teachers Association

B.A. in Earth Science (Teacher Educational Option)  
Specialized Professional Association: National Science Teachers Association

B.S. in Health Information Management Program (Joint Program with UMDNJ)  
Accrediting Body: Commission on Accreditation for Health Information & Information Management Education

B.A. in Mathematical Sciences (Teacher Education Option)  
Specialized Professional Association: National Council for Teachers of Mathematics

B.S.N and M.S.N. in Nursing  
Accrediting Body: National League for Nursing Accrediting Commission  
State Licensing Agency: New Jersey State Board of Nursing

College of Visual and Performing Arts

All Music Programs  
Accrediting Body: National Association of Schools of Music
All Theatre Programs
Accrediting Body: National Association of Schools of Theatre

All Fine Arts Programs
Accrediting Body: National Association of Schools of Art and Design

All Design Programs
Accrediting Body: National Association of Schools of Art and Design

B.F.A. Interior Design
Accrediting Body: Council for Interior Design Accreditation

Nathan Weiss Graduate College

M.A. in Counseling
Accrediting Body: Council for the Accreditation of Counseling and Related Educational Programs
State Licensing Agency: New Jersey Professional Counselor Examiners Committee

M.A. in Education Administration
Specialized Professional Association: Educational Leadership Constituent Council

M.S. in Occupational Therapy Program
Accrediting Body: Accreditation Council for Occupational Therapy Education/American Occupational Therapy Association

Master of Social Work
Accrediting Body: Council for Social Work Education

Sources: Academic Affairs Office & Deans, Kean University 2011
B. NUMBER OF STUDENTS SERVED

1. Number of Undergraduate Students by Attendance Status, Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td></td>
<td>N</td>
<td>%</td>
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<td>10,178</td>
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<tr>
<td></td>
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<td>13,052</td>
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</table>

Source: Table II.B.1, Institutional Profile Data 2010, NJ Commission on Higher Education-IPEDS Fall Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2010

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<th></th>
<th>Full-Time</th>
<th></th>
<th>Part-Time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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</tr>
<tr>
<td></td>
<td>853</td>
<td>29.5%</td>
<td>2,034</td>
<td>70.5%</td>
<td>2,887</td>
</tr>
</tbody>
</table>

Source: Table II.B.2, Institutional Profile Data 2010, NJ Commission on Higher Education-IPEDS Fall Enrollment Survey
3. Number of Non-Credit Students Served, Fall 2010

In Fall 2010, the number of students taking non-credit courses was 62.

Source: Nathan Weiss Graduate College, Kean University 2011

4. Unduplicated Number of Students for Entire Fiscal Year 2010

<table>
<thead>
<tr>
<th></th>
<th>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>13,773</td>
<td>324,261</td>
<td>10,809</td>
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<tr>
<td>Graduate</td>
<td>4,072</td>
<td>44,142</td>
<td>1,839</td>
</tr>
<tr>
<td>Total</td>
<td>17,845</td>
<td>368,403</td>
<td>12,648</td>
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</tbody>
</table>

Source: Table II.B.4, Institutional Profile Data 2010, NJ Commission on Higher Education – IPEDS 12 Month Enrollment Survey
C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. Mean Math, Reading and Writing SAT Scores for First-Time Freshmen, Fall 2010

<table>
<thead>
<tr>
<th>Admission Status</th>
<th>Full-Time</th>
<th></th>
<th></th>
<th></th>
<th>Part-Time</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>Reading</td>
<td>Writing</td>
<td>Math</td>
<td>Reading</td>
<td>Writing</td>
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<tr>
<td>Regular</td>
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</tr>
<tr>
<td></td>
<td>509.7 969</td>
<td>483.7 969</td>
<td>490.5 891</td>
<td>462.9 7</td>
<td>402.9 7</td>
<td>480 3</td>
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<tr>
<td>EOF Admits</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>411.3 141</td>
<td>405 142</td>
<td>406.2 132</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Admits</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>429.2 511</td>
<td>424.3 511</td>
<td>411.4 476</td>
<td>440 1</td>
<td>420 1</td>
<td>450 1</td>
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<td>All Admits</td>
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<td></td>
<td>109 108</td>
<td>231</td>
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<td>26</td>
<td>30</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Table II.C.1, Institutional Profile Data 2010, NJ Commission on Higher Education – SURE Fall Enrollment File

2. Enrollment in Remediation Courses by Subject Area

a. Name of Basic Skills Placement Test Administered

ACCUPLACER Computerized Placement Test

b. Criteria for Selecting Test Takers

All freshmen not exempt from placement testing are required to take the ACCUPLACER Computerized Placement Test. Freshman-level transfers were tested if writing/math courses were not already completed. For Fall 2010, 98 of 1,731 first-time, full-time (FTFT) students were exempt from all testing based on the following criteria:

Reading: SAT Critical Reading/Verbal scores greater than or equal to 520
Writing: SAT Writing scores greater than or equal to 520
Elementary Algebra: SAT Math scores greater than or equal to 530.

Source: General Education Office & IR Enrollment_Froz Database, Kean University 2011

c. Total Number of Undergraduate Students Enrolled in Remediation Courses, Fall 2010

<table>
<thead>
<tr>
<th>Total Fall 2010 Undergraduate Enrollment</th>
<th>Number of Students Enrolled in One or More Remedial Courses</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>13,052</td>
<td>1,180</td>
<td>9.0%</td>
</tr>
</tbody>
</table>

Source: Table II.C.2, Institutional Profile Data 2010, NJ Commission on Higher Education – SURE Fall Enrollment File
Total Enrollment includes all students, full-time, part-time, returning, transfer, etc.

Kean does not offer "stand-alone" developmental writing courses; therefore, for the purposes of this report, students were categorized as needing writing remediation if they were enrolled in one of the intensive six-credit-hour versions of College Composition (i.e., in one of the versions featuring supplemental credits and extra class time).
d. First-time, Full-time (FTFT) Students Enrolled in Remediation Courses, Fall 2010

<table>
<thead>
<tr>
<th># FTFT Students</th>
<th># of FTFT Students Enrolled in One or More Remedial Courses</th>
<th>% of FTFT Enrolled in One or More Remedial Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,731</td>
<td>1,022</td>
<td>59.0%</td>
</tr>
</tbody>
</table>

Source: Table II.C.2, Institutional Profile Data 2010, NJ Commission on Higher Education - SURE Fall Enrollment File

e. First-time, Full-time (FTFT) Students Enrolled in Remediation by Subject Area, Fall 2010

<table>
<thead>
<tr>
<th>Subject Area</th>
<th># of FTFT Enrolled In</th>
<th>% of all FTFT Enrolled In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>391</td>
<td>22.6%</td>
</tr>
<tr>
<td>Writing</td>
<td>411</td>
<td>23.7%</td>
</tr>
<tr>
<td>Math Computation</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Elem. Algebra</td>
<td>723</td>
<td>41.8%</td>
</tr>
<tr>
<td>English</td>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

Source: Table II.C.2, Institutional Profile Data 2010, NJ Commission on Higher Education - SURE Fall Enrollment File
3. Undergraduate Enrollment by Race/Ethnicity, Gender, Age and Attendance Status

a. Undergraduate Enrollment by Race/Ethnicity and Attendance Status, Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
<th>Amer. Ind.</th>
<th>Alien</th>
<th>Unknown*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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<tr>
<td>Full-Time</td>
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<tr>
<td></td>
<td>4,693</td>
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<td></td>
<td>1898</td>
<td>18.6%</td>
<td>700</td>
<td>6.9%</td>
<td>18</td>
<td>0.2%</td>
<td>169</td>
<td>1.7%</td>
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<td>2,330</td>
<td>22.9%</td>
<td>1898</td>
<td>18.6%</td>
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<td>0.2%</td>
<td>2,330</td>
<td>22.9%</td>
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<td>700</td>
<td>6.9%</td>
<td>1898</td>
<td>18.6%</td>
<td>18</td>
<td>0.2%</td>
<td>2,330</td>
<td>22.9%</td>
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<td>1898</td>
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<td>22.9%</td>
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<td>169</td>
<td>1.7%</td>
<td>2,330</td>
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<td>22.9%</td>
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<tr>
<td></td>
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<tr>
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<td>10,178</td>
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<td>18</td>
<td>0.2%</td>
<td>2,330</td>
<td>22.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,461</td>
<td>50.8%</td>
<td>530</td>
<td>18.4%</td>
<td>144</td>
<td>5.0%</td>
<td>5</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>1,461</td>
<td>50.8%</td>
<td>530</td>
<td>18.4%</td>
<td>144</td>
<td>5.0%</td>
<td>5</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>1,461</td>
<td>50.8%</td>
<td>530</td>
<td>18.4%</td>
<td>144</td>
<td>5.0%</td>
<td>5</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>1,461</td>
<td>50.8%</td>
<td>530</td>
<td>18.4%</td>
<td>144</td>
<td>5.0%</td>
<td>5</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>144</td>
<td>5.0%</td>
<td>530</td>
<td>18.4%</td>
<td>144</td>
<td>5.0%</td>
<td>5</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>0.2%</td>
<td>530</td>
<td>18.4%</td>
<td>144</td>
<td>5.0%</td>
<td>5</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>1.0%</td>
<td>530</td>
<td>18.4%</td>
<td>144</td>
<td>5.0%</td>
<td>5</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>4.7%</td>
<td>530</td>
<td>18.4%</td>
<td>144</td>
<td>5.0%</td>
<td>5</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>2,874</td>
<td>100%</td>
<td>530</td>
<td>18.4%</td>
<td>144</td>
<td>5.0%</td>
<td>5</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6,154</td>
<td>47.1%</td>
<td>2,428</td>
<td>18.6%</td>
<td>844</td>
<td>6.5%</td>
<td>23</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>2,428</td>
<td>18.6%</td>
<td>844</td>
<td>6.5%</td>
<td>23</td>
<td>0.2%</td>
<td>2,428</td>
<td>18.6%</td>
</tr>
<tr>
<td></td>
<td>2,428</td>
<td>18.6%</td>
<td>844</td>
<td>6.5%</td>
<td>23</td>
<td>0.2%</td>
<td>2,428</td>
<td>18.6%</td>
</tr>
<tr>
<td></td>
<td>2,428</td>
<td>18.6%</td>
<td>844</td>
<td>6.5%</td>
<td>23</td>
<td>0.2%</td>
<td>2,428</td>
<td>18.6%</td>
</tr>
<tr>
<td></td>
<td>844</td>
<td>6.5%</td>
<td>2,428</td>
<td>18.6%</td>
<td>23</td>
<td>0.2%</td>
<td>844</td>
<td>6.5%</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>0.2%</td>
<td>2,428</td>
<td>18.6%</td>
<td>23</td>
<td>0.2%</td>
<td>2,428</td>
<td>18.6%</td>
</tr>
<tr>
<td></td>
<td>197</td>
<td>1.5%</td>
<td>2,428</td>
<td>18.6%</td>
<td>23</td>
<td>0.2%</td>
<td>197</td>
<td>1.5%</td>
</tr>
<tr>
<td></td>
<td>506</td>
<td>3.9%</td>
<td>2,428</td>
<td>18.6%</td>
<td>23</td>
<td>0.2%</td>
<td>506</td>
<td>3.9%</td>
</tr>
<tr>
<td></td>
<td>13,052</td>
<td>100%</td>
<td>2,428</td>
<td>18.6%</td>
<td>23</td>
<td>0.2%</td>
<td>13,052</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Note: Asian includes Pacific Islanders and Unknown includes two or more races

Source: Table II.C.3.a, Institutional Profile Data 2010, NJ Commission on Higher Education - IPEDS Fall Enrollment Survey

b. Undergraduate Enrollment by Gender and Attendance Status, Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Full-Time</td>
<td>4,089</td>
<td>40.2%</td>
<td>6,089</td>
</tr>
<tr>
<td></td>
<td>6,089</td>
<td>59.8%</td>
<td>10,178</td>
</tr>
<tr>
<td>Part-Time</td>
<td>964</td>
<td>33.5%</td>
<td>1,910</td>
</tr>
<tr>
<td></td>
<td>1,910</td>
<td>66.5%</td>
<td>2,874</td>
</tr>
<tr>
<td>Total</td>
<td>5,053</td>
<td>38.7%</td>
<td>7,999</td>
</tr>
<tr>
<td></td>
<td>7,999</td>
<td>61.3%</td>
<td>13,052</td>
</tr>
</tbody>
</table>

Undergraduate Enrollment by Gender and Attendance Status, Fall 2010

Source: Table II.C.3.b, Institutional Profile Data 2010, NJ Commission on Higher Education - IPEDS Fall Enrollment Survey
### c. Undergraduate Enrollment by Age and Attendance Status, Fall 2010

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Full-Time N</th>
<th>Full-Time %</th>
<th>Part-Time N</th>
<th>Part-Time %</th>
<th>Total N</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 18</td>
<td>21</td>
<td>0.2%</td>
<td>22</td>
<td>0.8%</td>
<td>43</td>
<td>0.3%</td>
</tr>
<tr>
<td>18-19</td>
<td>2661</td>
<td>26.1%</td>
<td>31</td>
<td>1.1%</td>
<td>2692</td>
<td>20.6%</td>
</tr>
<tr>
<td>20-21</td>
<td>2936</td>
<td>28.8%</td>
<td>186</td>
<td>6.5%</td>
<td>3122</td>
<td>23.9%</td>
</tr>
<tr>
<td>22-24</td>
<td>2743</td>
<td>27.0%</td>
<td>681</td>
<td>23.7%</td>
<td>3424</td>
<td>26.2%</td>
</tr>
<tr>
<td>25-29</td>
<td>1039</td>
<td>10.2%</td>
<td>718</td>
<td>25.0%</td>
<td>1757</td>
<td>13.5%</td>
</tr>
<tr>
<td>30-34</td>
<td>346</td>
<td>3.4%</td>
<td>360</td>
<td>12.5%</td>
<td>706</td>
<td>5.4%</td>
</tr>
<tr>
<td>35-39</td>
<td>155</td>
<td>1.5%</td>
<td>262</td>
<td>9.1%</td>
<td>417</td>
<td>3.2%</td>
</tr>
<tr>
<td>40-49</td>
<td>205</td>
<td>2.0%</td>
<td>420</td>
<td>14.6%</td>
<td>625</td>
<td>4.8%</td>
</tr>
<tr>
<td>50-64</td>
<td>72</td>
<td>0.7%</td>
<td>185</td>
<td>6.4%</td>
<td>257</td>
<td>2.0%</td>
</tr>
<tr>
<td>65+</td>
<td>10178</td>
<td>100%</td>
<td>2874</td>
<td>100%</td>
<td>13052</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Table II.C.3.c, Institutional Profile Data 2010, NJ Commission on Higher Education - IPEDS Fall Enrollment Survey
4. Financial Aid from State, Federal & Institution-Funded Programs, Academic Year 2009-10

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Recipients</th>
<th>Dollars ($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grants</td>
<td>4,552</td>
<td>18,511,000</td>
<td>4,066.56</td>
</tr>
<tr>
<td>College Work Study</td>
<td>297</td>
<td>570,000</td>
<td>1,919.19</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>220</td>
<td>256,000</td>
<td>1,163.64</td>
</tr>
<tr>
<td>SEOG</td>
<td>464</td>
<td>440,000</td>
<td>948.28</td>
</tr>
<tr>
<td>Plus Loans</td>
<td>698</td>
<td>4,898,000</td>
<td>7,017.19</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>6,517</td>
<td>24,748,000</td>
<td>3,797.45</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>7,099</td>
<td>28,408,000</td>
<td>4,001.69</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>375</td>
<td>727,000</td>
<td>1,938.67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State Programs</th>
<th>Recipients</th>
<th>Dollars ($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>3,060</td>
<td>12,375,000</td>
<td>4,044.12</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>865</td>
<td>803,000</td>
<td>928.32</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>25</td>
<td>22,000</td>
<td>880.00</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>80</td>
<td>70,000</td>
<td>875.00</td>
</tr>
<tr>
<td>NJ Stars</td>
<td>181</td>
<td>489,000</td>
<td>2,701.66</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>348</td>
<td>3,056,000</td>
<td>8,781.61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Programs</th>
<th>Recipients</th>
<th>Dollars ($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/Scholarships</td>
<td>823</td>
<td>2,072,000</td>
<td>2,517.62</td>
</tr>
<tr>
<td>Loans</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Table II.C.4, Institutional Profile Data 2010, NJ Commission on Higher Education - NJIPEDS Form #41 Student Financial Aid Report (Fiscal Year 2010)

5. Percentage of First-Time, Matriculated Undergraduates by State Residence, Fall 2010

<table>
<thead>
<tr>
<th>State Residents</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1678</td>
<td>87</td>
<td>1765</td>
<td>95.1%</td>
</tr>
</tbody>
</table>

Source: Table II.C.5, Institutional Profile Data 2010, NJ Commission on Higher Education - IPEDS Fall Enrollment Survey
D. STUDENT OUTCOMES

1. Graduation Rates of Full-Time, First-Time Undergraduates by Race/Ethnicity, Fall 2004 Cohort

   a. Graduation Rates of Full-Time, First-Time Undergraduates by Race/Ethnicity, Fall 2004 Cohort

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Alien</th>
<th>Other*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Fall 2003 Cohort</td>
<td>594</td>
<td>277</td>
<td>240</td>
<td>95</td>
<td>13</td>
<td>35</td>
<td>1,254</td>
</tr>
<tr>
<td>Graduates after 4 Years</td>
<td>110</td>
<td>35</td>
<td>37</td>
<td>19</td>
<td>3</td>
<td>6</td>
<td>210</td>
</tr>
<tr>
<td>Graduates after 5 Years</td>
<td>264</td>
<td>83</td>
<td>84</td>
<td>45</td>
<td>5</td>
<td>13</td>
<td>494</td>
</tr>
<tr>
<td>Graduates after 6 Years</td>
<td>304</td>
<td>97</td>
<td>115</td>
<td>52</td>
<td>6</td>
<td>19</td>
<td>593</td>
</tr>
</tbody>
</table>

   *Other includes American Indian and Unknown Race.

   Source: Table II.D.1.a, Institutional Profile Data 2010, NJ Commission on Higher Education - IPEDS Graduation Rate Survey

2. Third-Semester Retention of First-time Undergraduates, Fall 2009 to Fall 2010

<table>
<thead>
<tr>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009 First-Time Undergraduates</td>
<td>Retained in Fall 2010</td>
</tr>
<tr>
<td>1518</td>
<td>1226</td>
</tr>
</tbody>
</table>

   Source: Table II.D.2, Institutional Profile Data 2010, NJ Commission on Higher Education - IPEDS Fall Enrollment Survey, Part E
E. FACULTY CHARACTERISTICS

1. Full-time Faculty by Race/Ethnicity, Gender, Academic Rank and Tenure Status, Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
<th>Am. Ind.</th>
<th>Alien</th>
<th>Unknown*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Tenured</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>53</td>
<td>38</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>74</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>31</td>
<td>24</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>23</td>
<td>19</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>All Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>107</td>
<td>81</td>
<td>13</td>
<td>17</td>
<td>9</td>
<td>16</td>
<td>11</td>
<td>147</td>
</tr>
</tbody>
</table>

|           |       |       |          |        |          |       |          |       |
| Non-Tenured |       |       |          |        |          |       |          |       |
| Professors | 1     |       | 1        |        | 1        | 0     |          | 1     |
| Associate Prof. | 5     | 3     | 1        | 1      | 1        | 2     | 1        | 7     |
| Assistant Prof. | 15   | 25    | 2        | 4      | 2        | 7     | 2        | 38    |
| All Others |       | 2     | 2        |        | 1        |       |          | 4     |
| TOTAL     | 23    | 30    | 3        | 2      | 2        | 1     | 4        | 32    |

|           |       |       |          |        |          |       |          |       |
| Total     | 130   | 111   | 16       | 17     | 13       | 11    | 17       | 15    |

Please Note: Faculty on leaves of absence without pay are not included in the above table

*Asian includes Pacific Islanders and Unknown includes two or more races.

Source: Table II.E.1, Institutional Profile Data 2010, NJ Commission on Higher Education - IPEDS Human Resources Survey

2. Number and Percentage of Course Sections Taught by Faculty Status, Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Other*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1323</td>
<td>42%</td>
<td>1603</td>
<td>51%</td>
<td>215</td>
</tr>
</tbody>
</table>

*Please Note: Other includes Administrators and Staff

Source: Fall 2010 Data, IR Enroll_Froz Table, Office of Institutional Research, Kean University 2011

3. Percentage of Full-Time and Part-Time Faculty, Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>341</td>
<td>25%</td>
<td>1024</td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: Table II.E.3, Institutional Profile Data 2010, NJ Commission on Higher Education - IPEDS Human Resources Survey
F. CHARACTERISTICS OF THE BOARD OF TRUSTEES

1. Kean University Board of Trustees by Race/Ethnicity and Gender

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Non-Res Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

2. Kean University Board of Trustees

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Eugene Enlow, Esq., Chair</td>
<td>Retired, Chair &amp; CEO</td>
<td>Atlantic Detroit Diesel</td>
</tr>
<tr>
<td>Ms. Ada Morell, Vice Chair</td>
<td>CEO/Principal</td>
<td>AM Title, Inc.</td>
</tr>
<tr>
<td>Mr. Michael D’Agostino, Secretary</td>
<td>Union Leader</td>
<td>Local 715 Carpenter’s Union</td>
</tr>
<tr>
<td>Mr. Lester Aron, Esq.</td>
<td>Sr. Vice President/University Counsel</td>
<td>UMDNJ</td>
</tr>
<tr>
<td>Mr. David Halpern</td>
<td>President</td>
<td>Atlantic Realty Development Company</td>
</tr>
<tr>
<td>Ms. Holly C. Bakke, Esq.</td>
<td>Consultant</td>
<td></td>
</tr>
<tr>
<td>Ms. Helyn Payne-Baltimore</td>
<td>Retired, School Teacher</td>
<td></td>
</tr>
<tr>
<td>Mr. Robert W. Cockren, Esq.</td>
<td>Attorney/Partner</td>
<td>Sonnenschein, Nath &amp; Rosenthal</td>
</tr>
<tr>
<td>Ms. Linda Lewis</td>
<td>Guidance Director</td>
<td>Elizabeth Public Schools District</td>
</tr>
<tr>
<td>Sen. Frank X. McDermott, Esq.</td>
<td>Attorney/Partner</td>
<td>Apruzzese, McDermott, Mastro &amp; Murphy</td>
</tr>
<tr>
<td>Ms. Barbara Sobel</td>
<td>President</td>
<td>Sobel Family Foundation</td>
</tr>
<tr>
<td>Mr. Donald J. Soriero, Esq.</td>
<td>Retired Attorney/Consultant</td>
<td>Schering-Plough</td>
</tr>
<tr>
<td>Mr. Joseph Wilf</td>
<td>President</td>
<td>Garden Homes Management</td>
</tr>
</tbody>
</table>

3. Kean University’s Web Pages for Board of Trustees Information

http://www.kean.edu/KU/Board-of-Trustees
http://www.kean.edu/KU/Members

Source: President’s Office, Kean University 2011 – Data as of May 17, 2011
G. PROFILE OF THE INSTITUTION

1. Undergraduate Degree Programs

College of Business and Public Management

B.S. in Accounting
B.A. in Criminal Justice
B.S. in Finance
B.S. in Management Science
   General Business Option
   International Business Option
   Management Option
   Operations and Information Management Option
B.S. in Marketing
B.A. in Public Administration

Joint or Combined Programs
B.A./M.P.A. in Public Administration

College of Education

B.S. in Athletic Training
B.A. in Early Childhood Education
B.A. in Elementary Education
   K-5; 5-8 Option
   Bilingual Education K-5; 5-8 Option
B.A. in Physical Education
   Adult Fitness Option
   Adult and Physical Education Option
   Health and Physical Education Teaching Certification Option
   Physical Education Teaching Certification Option
B.A. in Recreation Administration
   Therapeutic Recreation Option
   Commercial Recreation Option
   Community Recreation Option
   Pre-Occupational Therapy Track
B.A. in Spanish
   Pre-Occupational Therapy Track
   Pre-Physical Therapy Track
   Teacher Certification Option
B.A. in Speech and Hearing
B.A. in Teacher of Students with Disabilities
   P-3 Option
   K-5 Option
   K-5/5-8 Option

College of Humanities and Social Sciences

B.A. in Asian Studies
B.A. in Communication
   Communication Studies Option
   Pre-Occupational Therapy Track
Journalism Option
Public Relations Option
Media Option
Film Option

B.A. in Economics
Business Economics Option
Pre-Occupational Therapy Track
Pre-Physical Therapy Track
Teacher Certification Option

B.A. in English
Standard Option
Writing Option
Teacher Certification Track
Dual Certification of Students with Disabilities (K-12)

B.A. in History
Pre-Occupational Therapy Track
Pre-Physical Therapy Track
Teacher Certification Option
Teacher of Students with Disabilities (K-12) Option

B.A. in Political Science
General Option
International/Comparative Politics Option
Teacher Certification Option

B.A. in Psychology
Pre-Occupational Therapy Track
Pre-Physical Therapy Track
B.S. in Psychology/Psychiatric Rehabilitation
B.A. in Sociology
Pre-Occupational Therapy Track

Joint or Combined Programs
B.S. in Psychology and Psychiatric Rehabilitation (with UMDNJ)

College of Natural, Applied and Health Sciences

B.A. in Biology
General Option
Pre-Physical Therapy Track
Physician Assistant Track
Teacher Certification Option
Dual Certification for Teacher of Students with Disabilities (K-12) Option

B.S. in Biology
General Option
Biotechnology Option

B.A. in Chemistry
General Option
Preprofessional Option
Teacher Certification Option
Technical Sales and Marketing Option

B.S. in Chemistry
Chemical Instrumentation Option
Expanded Option

B.S. in Computer Science
Information Systems Option
B.A. in Earth Science
   General Option
   Pre-Physical Therapy Track
   Teacher Certification Option
   Dual Certification for Teacher of Students with Disabilities (K-12) Option

B.S. in Earth Science
   Geo-Science Option
   Geology Option
   Meteorology Option

B.S. in Information Technology

B.A. in Mathematical Sciences
   General Option
   Statistics Option
   Teacher Certification Option
   Dual Certification for Teacher of Students with Disabilities (K-12) Option

B.S. in Information Technology

Health Professions
B.S. in Medical Technology
   General Option
   Cytotechnology Option
   Histotechnology Option

B.S.N. in Nursing (RNs only)
   School Nursing Certification

Joint or Combined Programs
B.S. in Health Information Management (with UMDNJ)
B.A./M.S. in Physician Assistant (with UMDNJ)
B.A./D.P.T. in Physical Therapy (with UMDNJ)

College of Visual and Performing Arts
B.A. in Art History
B.I.D. in Industrial Design
B.F.A. in Interior Design
B.A. in Music
B.A. in Music Education
B.A. in Fine Arts
   Pre-Occupational Therapy Track
   Teacher Certification Option
B.F.A. in Studio Art
   Photography Option
B.A. in Theatre
   Theatre Teacher Certification Option
B.F.A. in Theatre Performance
B.F.A. in Theatre Design & Technology
B.F.A. in Visual Communications
   Graphic Design Option
   Advertising Design Option
   Pre-Occupational Therapy Track
   Teacher Certification Option

New Jersey Center for Science, Technology and Mathematics
B.S. in Science & Technology
   (Research Based – Professional Track)
Biomedicine Option
Engineering Science Option
Molecular Biology Option
Computation Mathematics Option
(Education Based – Teacher Track)
Biology Option
Chemistry Option
Mathematics Option

Joint Admissions Programs
B.S. in Science & Technology/M.D. (with Drexel College of Medicine)
B.S. in Science & Technology/M.S. in Engineering Science Option (with NJIT) for Engineering Master’s Degree
Source: Academic Affairs Office and College Deans, Kean University 2011

2. Graduate Degree Programs

College of Business and Public Management
M.S. in Accounting
M.A. in Criminal Justice
M.P.A. in Public Administration
  Public Administration (General)
  Health Services Administration Option
  Environmental Management Option
  Non-Profit Management Option

College of Education
M.A. in Early Childhood Education
  Classroom Instruction P-3 Option
  Advanced Curriculum and Teaching Option
  Administration in Early Childhood Education and Family Option
  Education for Family Living Option
M.S. in Exercise Science
M.A. in Instruction and Curriculum
  Bilingual/Bicultural Education Option
  Bilingual Classroom Instruction Option
  Classroom Instruction Option
  Teacher Certification: K-5
  Teacher Certification: K-12
  Teacher Certification: Elementary/Middle (K-5/5-8)
  Teaching English as a Second Language Option
  World languages - Spanish
M.A. in Reading Specialization
  Reading Specialization Option
  Basic Skills Specialist Option
  Adult Literacy Option
M.A. in Special Education
  High Incidence Disability Option
    Includes: Emotionally Disturbed & Learning Disabilities
  Low Incidence Disability Option
    Includes: Developmentally Disabled Option; Pre-school Handicapped Option
Post-Masters Learning Disabilities Teacher Consultant Certificate
M.A. in Speech Language Pathology

College of Humanities and Social Sciences

M.A. in Communication Studies
M.A. in English Writing Studies
M.A. in Holocaust and Genocide Studies
M.A. in Political Science
M.A. in Psychology
  Human Behavior and Organizational Psychology Option
  Psychological Services Option
M.A. in Sociology and Social Justice
Professional Diploma in Marriage and Family Therapy

College of Natural, Applied and Health Sciences

M.A. in Mathematics Education
  Supervision of Mathematics Option
  Teaching of Mathematics Option
M.S. in Computer Information Systems
M.S.N. Master of Science in Nursing
  Clinical Management Option
  Community Health Nursing Option
  School Nursing Option
  School Nursing Certification

College of Visual and Performing Arts

M.A. in Fine Arts Education
  Studio Option
  Supervision Option
  Initial Teacher Certification Option
M.A. in Liberal Studies

Center for Science, Technology and Mathematics

M.S. in Biotechnology Science

Joint 5-Year Programs
B.S./M.S. in Science and Technology (Research Based - Professional Track)
  B.S. in Science & Technology
    Molecular Biology Option
    Computation Mathematics Option
  M.S. in Science & Technology
    Biotechnology Option
    Computational Mathematics Option
B.S./M.A. in Science & Technology (Education Based - Teacher Track) / M.A. Instruction & Curriculum
  B.S. in Science & Technology
    Biology Option
    Chemistry Option
    Mathematics Option
M.A. in Instruction & Curriculum - Science & Technology Option / Tracks in Chemistry, Biology or Math

**Nathan Weiss Graduate College**

M.A. in Counseling
- School Counseling Option
- Clinical Mental Health Counseling
- Alcohol and Drug Abuse Counseling Option

M.A. in Educational Administration
- Principal and Supervisor Option
- School Business Administrator Option

M.B.A. in Global Management
- Executive Option

M.S. in Occupational Therapy

M.S.W. in Social Work
- Advanced Standing Option

Professional Diploma in School Psychology

Post-Masters Licensed Professional Counselor Option

Ed.D. Doctor of Education in Urban Leadership

Psy.D. Doctor of Psychology in Combined & Integrated School & Clinical Psychology

Source: Academic Affairs & College Deans, Kean University 2011

3. Certification Programs

Kean University offers the following approved certification programs at the graduate level:

**Certificates in Education**

**Administrative Certificate Endorsements**
- Principal (Provides a Letter of Eligibility)
- Supervisor
- School Business Administrator

**Educational Services Certificate Endorsements**
- Director of School Counseling
- Learning Disabilities Teacher-Consultant
- Reading Specialist
- School Psychologist (Teaching Certificate Not Required) Only with Masters
- Speech-Language Specialist (Teaching Certificate Not Required) Only with Masters
- School Counselor (Teaching Certificate Not Required) Only with Masters
- School Nursing
- Substance Awareness Coordinator
- Supervisor

**Initial Teaching Certificate, Including a Master of Arts degree**
- Art
- Biology
- Chemistry
- English
- Mathematics
- Science
- Social Studies
Early, Elementary, Middle and Secondary
Preschool-Third Endorsement
P-3 Certification: Modified Alternate Route
World Languages-Spanish
Fine Arts
Bilingual/Bicultural Education
Transitions to Teaching: Modified Alternate Route (Mathematics, Science, Special Education, and English as a Second Language)

Instructional Certificate Endorsements
Bilingual/Bicultural Education
Earth Science Only with Masters
Preschool-Third grade
Teaching English as a Second Language
Teacher of Students with Disabilities
Teacher of Reading
Alternate Route: Teaching English as a Second Language
Alternate Route Program for Elementary Education Teachers (K-5)
Alternate Route Program for Secondary Education Teachers (K-12)
Alternate Route Program for Elementary and Middle School Education Teachers (K-5/5-8)

4. Non-Degree Professional Coursework
Conflict Resolution and Communication
Emergency Management
Teaching the Holocaust and Prejudice Reduction
Leadership and Communication
Public Speaking and Presentation
Public Relations and Journalism

5. Agreements with Other Colleges and Universities

Kean Ocean
Kean University and Ocean County College continue their partnership (established in 2006) to provide higher education in Ocean County beyond the level of the associate's degree. Students completing their associate's degree can continue on to earn their Kean bachelor's degree with Kean courses offered on the OCC campus. Kean also offers several master's degrees at OCC for those already holding a bachelor's degree.

Kean bachelor's degrees are being offered at OCC in Accounting, Biology, Computer Science, Criminal Justice, English, Graphic Design, History, Management Science, Marketing, Nursing, Psychology, Public Administration, and Sociology along with Elementary, Secondary, and Special Education as well as Physical Education and Health. Students who have already completed their associate's degrees have their OCC courses evaluated on a case-by-case basis and matched as closely as possible to the requirements for Kean degrees. Students newly entering OCC follow in advance detailed program guide sheets that specify the exact OCC courses to take for fulfilling the requirements of both their OCC associate's degrees and their Kean bachelor's degrees.

Kean is also offering master's degrees at OCC in Counselor Education (with State certification for school counseling) and Educational Leadership (with State certification for supervisor and principal) as well as in Nursing (options in Clinical Management and School Nursing), Public Administration (standard and non-profit options), and Business Administration (the Executive MBA program). As of the Fall 2011 semester the Master's in Social Work will also be available.
More Kean programs are continuously being added, and Kean plans to build a full campus of its own immediately adjacent to the OCC campus. Construction of the first building of this campus is now underway, with occupancy scheduled for October of 2012. Until then, Kean classes are being held in OCC classrooms, and Kean provides administrative, academic, and student services both with its own staff and through cooperative arrangements with OCC offices providing equivalent services.

Source: Kean Ocean & Academic Affairs, Kean University 2011

**Articulation Agreements**

A major goal of Higher Education in the State of New Jersey is to have all colleges and universities make it possible for students to transfer (articulate) from one college to another for the purpose of completing a program of study or degree as expeditiously as possible. In addition to special programs with other colleges and universities, Kean University honors the State of New Jersey's Full-Faith-and-Credit policy, the new statewide transfer legislation and accompanying implementation agreement, and continues to work with the two-year college sector through the articulation meetings and biannual Two-Year/Four-Year meetings and related conferences. Students graduating from a New Jersey State county college with an A.A. or A.S. degree may be admitted as juniors provided that all transfer admission requirements and related course prerequisites have been met. It is important to note that full transferability of credits depends on a student keeping the same major as they had at the county college.

Kean University has a joint degree program in Health Information Management with the University of Medicine and Dentistry (UMDNJ) in Newark. Students complete the general education requirements at Kean and then apply (in the spring semester of their second year) to UMDNJ for the professional phase of the program during the final two years of study. Upon completion, students receive a joint bachelor's degree from Kean University and UMDNJ. The total length of the program is 4 years.

Kean University, Drexel University College of Medicine and St. Peter's University Hospital have formed a partnership offering a 4 + 4 Bachelor of Science/Medical Degree (B.S./M.D.) Scholars Program to highly qualified undergraduate students. Students in this B.S./M.D. Scholars Program embark on an integrated study of chemistry, biology, physics and mathematics in their freshman and sophomore year. Students then continue with upper level coursework concentrating in the biomedical sciences, including a pre-professional internship in junior and senior years where they experience medicine alongside physicians at St. Peter's University Hospital in New Brunswick, NJ. Students in this 4+4 linkage, which is a flat rate tuition program, must apply through Kean University's New Jersey Center for Science, Technology & Mathematics (NJ CSTM) and upon completing their B.S. in Science & Technology degree, enter the first year medical school class at Drexel College of Medicine. Medical students return to St. Peter's University Hospital for at least one third year clerkship and at least one fourth year rotation.

The following is a list of colleges with which Kean University has made articulation agreements:

- Atlantic Cape Community College  
- Brookdale Community College  
- Camden County College  
- County College Of Morris  
- Essex County College  
- Hudson County College  
- Middlesex County College  
- Mercer County College  
- Ocean County College  
- Passaic County Community College  
- Raritan Valley Community College  
- Southern New Jersey CIM Consortium  
- Union County College  
- Warren County Community College

Source: NJ CSTM, Center for Academic Success (CAS), College Deans and Academic Affairs, Kean University 2011

**Joint Admission Agreements**

Students from New Jersey County Colleges, that have signed joint admission agreements, may be admitted to Kean University by the respective county college. (The admission is to the University, not to a major program.)

The program is designed to strengthen the academic and support partnership between the two-year college sector and Kean University. Agreements have been signed with:
Partnership Agreements
Partnership agreements are aimed at establishing ties of friendship and cooperation for the purpose of promoting mutual understanding through academic, cultural, scientific, student and personnel exchanges. Partnership agreements have been signed with:

- University of Medicine and Dentistry of New Jersey
- New York College of Podiatric Medicine, New York
- Drexel University College of Medicine

Off-Site Degree Programs
The College of Natural and Applied Science offers the Bachelor of Science in Nursing Program off-site at Raritan Community College and Ocean County Community College.

Source: College of Natural, Applied and Health Sciences, Kean University 2011
### H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

#### 1. Research & Development Expenditures, 2010-2011

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount ($)</th>
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<tr>
<td>Federally Financed Academic R&amp;D Expenditures</td>
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<tr>
<td>Institutionally Financed Academic R&amp;D Expenditures</td>
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<td><strong>Total Academic R&amp;D Expenditures</strong></td>
<td>1,497,515</td>
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Source: Office of Research and Sponsored Programs, Kean University 2011

Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (Survey of Research and Development Expenditures at Colleges and Universities).

#### 2. Externally Sponsored Research

The Office of Research and Sponsored Programs (ORSP) seeks external funding to support and enhance faculty and student research, curricular development and innovation, and community outreach programming. The Office administers the University’s grants and contracts (internal and external) from the pre-award stage through final reporting, and provides oversight to Kean’s centers and institutes. ORSP serves as the University’s liaison with public foundations, and is responsible for compliance regarding federal and state regulations. The following table lists the externally sponsored research programs by award amount:

<table>
<thead>
<tr>
<th>Project Director</th>
<th>Project Title</th>
<th>Agency</th>
<th>Amount ($)</th>
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<tbody>
<tr>
<td>De Garcia, William</td>
<td>The Exceptional Educational Opportunities</td>
<td>New Jersey Commission on Higher Education</td>
<td>1,137,025</td>
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<td>Martin, Arlene</td>
<td>Professional Impact New Jersey</td>
<td>New Jersey Department of Human Services</td>
<td>990,838</td>
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<td>Kelly, Audrey</td>
<td>Local Fire Fighters Training</td>
<td>New Jersey Department of State</td>
<td>829,202</td>
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<td>Baldwin, Brian</td>
<td>Math and Science Partnership</td>
<td>New Jersey Department of Education</td>
<td>584,069</td>
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<td>Polirstok, Susan</td>
<td>Garden State Partnership for Teacher Quality</td>
<td>United States Department of Education</td>
<td>420,350</td>
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<td>Knezek, Claudia</td>
<td>Traffic Safety Program</td>
<td>New Jersey Division of Highway Traffic Safety</td>
<td>312,424</td>
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<td>Jackson, Veronica</td>
<td>Project U - Upward Bound</td>
<td>United States Department of Education</td>
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<td>Polirstok, Susan</td>
<td>New Vistas Teachers Project</td>
<td>United States Department of Education</td>
<td>259,580</td>
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<tr>
<td>Beaugris, Jennifer</td>
<td>McNair Scholars</td>
<td>United States Department of Education</td>
<td>220,000</td>
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<td>Campbell, Minnie</td>
<td>New Jersey Nursing Education Collaborative</td>
<td>Robert Wood Johnson Foundation</td>
<td>209,849</td>
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<td>Shulman, Martin</td>
<td>Speech Upgrade</td>
<td>New Jersey Department of Education</td>
<td>175,755</td>
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<tr>
<td>Cerda, Victoria</td>
<td>Hispanic Foster Care - Hudson</td>
<td>New Jersey Division of Youth and Family Services</td>
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<td>Project/Program</td>
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<tr>
<td>Kostak, Mira</td>
<td>The New Jersey Small Business Development Center - Operational Support</td>
<td>United States Small Business Association</td>
<td>164,320</td>
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<td>Searson, Michael</td>
<td>Kean Startalk 2011-Hindi 2.0</td>
<td>National Foreign Language Center</td>
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<td>Caceres, Jose</td>
<td>New Jersey AIM Academy Initiative</td>
<td>New Jersey Commission on Higher Education</td>
<td>115,129</td>
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<tr>
<td>Toney, Jeffrey</td>
<td>Garden State LSAMP (Louis Stokes Alliance for Minority Participation)</td>
<td>National Science Foundation</td>
<td>100,608</td>
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<tr>
<td>Cerda, Victoria</td>
<td>CARAS Metro Family</td>
<td>New Jersey Division of Youth and Family Services</td>
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<tr>
<td>Tomich, Melissa</td>
<td>Irvington Enrichment Program</td>
<td>Irvington Public Schools</td>
<td>83,254</td>
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<tr>
<td>Foreman, Lindy</td>
<td>Mature Women Students</td>
<td>Newcombe Foundation</td>
<td>82,000</td>
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<tr>
<td>Porta, Angela</td>
<td>AREA Grant: Claudin-2, Claudin-12 and Cadherin-17: Novel Targets of Vitamin D Action</td>
<td>National Institutes of Health</td>
<td>79,049</td>
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<td>Qi, Feng</td>
<td>AREA-Influenza Transmission</td>
<td>National Institutes of Health</td>
<td>75,634</td>
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<td>Best, Linda</td>
<td>National Writing Project</td>
<td>National Writing Project</td>
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<td>Murphy, Charlie</td>
<td>Highlands to Piedmont</td>
<td>National Science Foundation</td>
<td>43,030</td>
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<td>Polirstok, Susan</td>
<td>Professional Development in Sheltered English Instruction</td>
<td>New Jersey Department of Education</td>
<td>40,000</td>
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<td>Duke, Phyllis</td>
<td>Incredible Edible School Garden at Liberty Hall</td>
<td>The 1772 Foundation</td>
<td>37,500</td>
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<tr>
<td>Dobosiewicz, John</td>
<td>Environ Mentors for the Elizabeth River/Arthur Kill Watershed</td>
<td>New England Interstate Waster Pollution Control Commission</td>
<td>34,508</td>
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<tr>
<td>Foreman, Lindy</td>
<td>Rummel Scholars</td>
<td>Rummel Foundation</td>
<td>30,000</td>
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<tr>
<td>Campbell, Minnie</td>
<td>Advanced Education Nursing Traineeships</td>
<td>Health Resources Services Administration</td>
<td>28,077</td>
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<tr>
<td>Lightfoot, Alan</td>
<td>NJ Child Welfare Training Consortium</td>
<td>Rutgers University</td>
<td>27,813</td>
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<td>Smith-Sebasto, Nicholas</td>
<td>Shredder for Composter</td>
<td>New Jersey Department of Environmental Protection</td>
<td>26,000</td>
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<tr>
<td>Parks, David</td>
<td>Live Scan/Mugs hot Photo Workstation</td>
<td>New Jersey Office of Homeland Security</td>
<td>25,831</td>
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<tr>
<td>Bellitto, Christopher</td>
<td>Enduring Questions</td>
<td>National Endowment for the Humanities</td>
<td>25,000</td>
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<tr>
<td>Toney, Jeffrey</td>
<td>Merck Institute for Science Education/AAAS</td>
<td>Merck Scientific Research Institute</td>
<td>20,000</td>
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<tr>
<td>Wooten, John</td>
<td>Premiere Stages</td>
<td>New Jersey State Council on the Arts</td>
<td>18,135</td>
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<tr>
<td>Morreale, Patricia</td>
<td>Summer High School Institute</td>
<td>Google</td>
<td>15,000</td>
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<tr>
<td>Lorentzen, Laura</td>
<td>NJCSTM Scholarships</td>
<td>Wachovia Corporation</td>
<td>15,000</td>
</tr>
</tbody>
</table>
### 3. Internally Sponsored Research

Kean University established the Reassigned Time for Research (RTR) Awards program to support the faculty’s active interest in research and other scholarly pursuits in 1973. Through this program, the University conducts an annual review and selects faculty, professional personnel, and librarians to receive research awards of released time and limited direct costs. Projects funded by Reassigned Time for Research serve to advance the state of the art or knowledge in a particular field of study or professional activity, or to develop a particular area of research or creative work to the point where it can be shared beyond the Kean University community.

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Description</th>
<th>Funding Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Porta, Angela</td>
<td>Research Supplement</td>
<td>National Institutes of Health</td>
<td>14,371</td>
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<tr>
<td>Kostak, Mira</td>
<td>Small Business Development Center</td>
<td>New Jersey Small Business Administration</td>
<td>14,218</td>
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<tr>
<td>Santo Pietro, Mary</td>
<td>Institute for Adults Living with Communication Disabilities</td>
<td>Kessler Foundation</td>
<td>12,800</td>
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<td>Kostak, Mira</td>
<td>CDBG Program</td>
<td>City of Elizabeth</td>
<td>10,000</td>
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<tr>
<td>Foreman, Lindy</td>
<td>The Robert Sydney Needham Scholarship Program</td>
<td>The Robert Sydney Needham Foundation</td>
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<tr>
<td>Reilly, Kristie</td>
<td>MBA Lecture Series</td>
<td>TD Bank</td>
<td>10,000</td>
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<td>Smith-Sebasto, Nicholas</td>
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<td>Connecting Youth to Science through Mentored Experiences in Nature</td>
<td>National Science Foundation-National Council for Science and the Environment</td>
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<td>The Hidden Fluorescent World of Coral Reefs</td>
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<td>Balakian, Jan</td>
<td>Why American Plays Matter?</td>
<td>New Jersey Council for the Humanities</td>
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Total 7,091,857

Source: Office of Research and Sponsored Programs, Kean University 2011
Six RTR projects were funded for the 2010-11 academic year. Successful applicants receive a maximum of six credits of reassigned time during the academic year and a $400 stipend for equipment, supplies and other needs associated with their research.

Two non-tenured faculty research projects (UFRI) were funded for the 2010-11 academic year. As with the RTR awards, successful applicants receive six credits of reassigned time during the academic year and a $400 stipend for equipment, supplies and other needs associated with their research.

The Students Partnering with Faculty (SpF) Summer Research Program is a competitive program that has been developed to support and advance student and faculty research and scholarship at Kean University. Through the SpF program, full-time faculty will have the opportunity to submit proposals in collaboration with undergraduate full-time students enrolled in the current semester for the purpose of attaining funding toward a specific student-faculty research project. Students and faculty each receive $3,500 stipends and up to $2,000 for research supplies and expenses. Twelve projects were funded during summer 2010.

The Foundation Faculty Research Award (FFRA) is sponsored by the Kean University Foundation and was initiated this academic year. The fundamental goal of FFRA is to help faculty better position themselves to apply for and receive external funding for their research and scholarly activities. Faculty can apply annually for three consecutive years of funding for up to $5,000 annually. Five faculty members received this award for the 2010-2011 academic year.

The Presidential Scholars Challenge (PSC) funds faculty research initiatives in areas important to the strategic vision and core initiatives of the University. The grant provides bridge support to faculty researchers who then pursue external funding to continue their research program. Eight faculty received award amounts ranging from $15,000 to $68,000

**Reassigned Time for Research Awards (RTR)**

- Choral Composition with Concert Presentation  
  *Matthew Halper, Music*

- Contemporary Roles and Responsibilities of School Nurses in the United States  
  *Cheryl Krause-Parello, Nursing*

- Using Information Communication technology (ICT) to Connect Multiple Learning Contexts: The Impact of ICT on Parental Involvement and Student Achievement  
  *Dina Rosen, Early Childhood & Family Studies*

- Inappropriate Disclosure Requests: Types, Functions, Reactions and Nonverbal Behaviors  
  *Jack Sargent, Communication*

- Myths and Misconceptions in Education: Power of Media and New Technologies in Developing Critical Autonomy and Global Competency among Teacher Candidates  
  *Melda Yildiz, School of Global Education and Innovation*

- Modeling Supply Chain Systems with Quantity and Lead Time Constraints  
  *Bin Zhou, School of Management, Marketing, and International Business*

**Untenured Faculty/Librarian Research Initiative Awards (UFRI)**

- Discovery of New Therapeutic Agents that Overcome Multi-Drug Resistance in Tumors using Computational Molecular Modeling Techniques.  
  *Sonia Arora, New Jersey Center for Science, Technology and Mathematics*

- "How To, or Make Knowledge in the Early Modern Instructional Manual"  
  *Elizabeth Hyde, History*
**Students Partnering with Faculty Summer Research Program Awards (SpF)**

Attitudes of teacher candidates toward video reflection using tagging software for self assessment
Jessica Adams (Faculty), Keri Schultz (Student), Raz Avraham (Student), Kristin Daugherty (Student)

Preclinical Evaluation of T115 Combination Regimens for Colorectal Cancer
Sonia Arora (Faculty), Carlos Garcia (Student), Jessica Merrill (Student), Victoria Pirolli (Student)

New literacy narratives from an urban university: Analyzing stories about reading, writing and changing technologies
Sally Chandler (Faculty), Lorena Ramirez (Student), Ryan Valdez (Student)

A Meta-Analysis of Research Studies on the Quality of Early Childhood Programs
Jennifer Chen (Faculty), Kristen Huisman Farhat (Student), Dana Bladon (Student)

Phase II" Morphologic Investigation of Thunderstorm Initiates and GIS Attributes
Paul Croft (Faculty), Danielle Fadeski (Student), Alexis Ottati (Student), Jackie Parr (Student)

The Lion Sleeps Tonight: The Autobiography of Jay Siegel, The Lead Singer of the Tokens
Frank Esposito (Faculty), Gerard Garcia (Student), Kathryn Napolitano (Student)

Business Ethics and Shareholder Value
Caroline Flammer (Faculty), Zeina Barton (Student), Vanessa Mortillaro (Student), Magdalena Oleksiewicz (Student)

On Software Security Breach Resulting from Embedded Sleeping Agents
Jing-Chiou Liou (Faculty), Sujith Bhashyam (Student), Gregory M. Egan (Student), Jay K. Patel (Student)

Identifying Dataset Patterns for Knowledge Discovery
Patricia Morreale (Faculty), Johana Callegari (Student), Francis Kendall (Student), Guillermo Valle (Student)

Wild Poets of Ecstasy: An Anthology of Ecstatic Verse
Donald Moores (Faculty), Matt Cavalier (Student), Denise Marando (Student), Christina Walling (Student)

How Schools Use Digital Tools to Connect Multiple Learning Contexts: An Empirical Study
Dina Rosen (Faculty), Kathy O’Connell (Student), Julia Reyes (Student)

Physiological and psychological responses of adolescents in online social interactions
Joanne Walsh (Faculty), Gregory Amodeo (Student), Joshua Friedman (Student)

**Foundation Faculty Research Awards (FFRA)**

Arboreal Negotiations: Andre Michaux, William Livingston, and the Cultural Politics of Trees in the Atlantic World
Elizabeth Hyde, History

Victims of Proximate Assault: Re-Reading Post-Traumatic Testimonies
Dennis Klein, History

Liberty Hall Manuscript Project -- Editing and Digitization
Jonathan Mercantini, History
Investigation of asymmetric bimetallic complexes with respect to bioactivity and charge separation  
*Matthew Mongelli, Chemistry Physics*

Plant Ecology Components of Integrating Carbon Accounting and Environmental Integrity Assessment into Sustainable Wetland Conservation and Management  
*Daniela Shebitz, Biological Sciences*

**Presidential Scholars Challenge (PSC) and Presidents Research Initiative (PRI) Awards**

Repurposing Old Drugs to Discover Multidrug Resistance (MDR) Modulators for Anti-Cancer Therapy  
*Sonia Arora, New Jersey Center for Science Technology and Mathematics*

Identification of Ecological Drivers of the Carbon ©, Nitrogen (N), and Phosphorus (P) Cycles in Three Tropical Habitats in Costa Rica  
*William Eaton, School of Environmental and Life Sciences and Laura Lorentzen, New Jersey Center for Science, Technology and Mathematics*

Microfinance - Sustainable Global Business and Education  
*Caroline Flammer, Graduate Management Studies and Dongmin Ke, Graduate Management Studies*

Teaching Computational Thinking  
*Patricia Morreale, Computer Science and David Joiner, New Jersey Center for Science, Technology and Mathematics*

A Novel Visualization of the Globalized World: Implications for Infectious Disease Transmission  
*Feng Qi, Geology and Meteorology*

The Kean University Cochlear Implant Program: Meeting the Needs of New Jersey's Cochlear Implant Users Through Music and Speech-Language Therapy  
*Lyn Schraer-Joiner, Music, Alan Gertner and Carol Goodman, School of Communication Disorders and Deafness*

Autism Spectrum Disorders, Brain Inflammation and Polyunsaturated Fatty Acids  
*Evros Vassiliou, Biological Sciences*

Lean Supply Chain and Logistics Management in Small and Medium-Sized Enterprises (SMEs)  
*Bin Zhou, School of Management, Marketing and International Business*

*Source: Office of Research and Sponsored Programs, Kean University 2011*
I. MAJOR CAPITAL PROJECTS UNDERWAY IN FISCAL 2011

The transformation of the Kean University campus continued through Fiscal Year 2011 as some projects were completed and others began. Through these new projects the University continues its commitment to new classrooms, academic laboratories, performing arts facilities, and recreational facilities as part of its overall campus plan.

1. Projects Under Construction

   a. Residence Life Quad Renovations - Phase 1 - Rogers and Sozio Halls

      Completion Date: Summer, 2011

      Project Description:
      This renovation will include a complete renovation of the suite bathrooms, addition of individually controlled HVAC units in each bedroom and living room, and the replacement of the Sanitary Sewer risers in both Rogers and Sozio Halls.

   b. Hutchinson Hall - 1st Floor - School of Social Sciences

      Completion Date: Summer, 2011

      Project Description:
      This renovation will consolidate all of the faculty for the School of Social Sciences in one area on the first floor of Hutchinson Hall.

2. Pending Projects

   a. Composter Enclosure

      Target Completion: Fall, 2011

      Project Description:
      This project will provide a permanent enclosure for the SELS composter located behind the University Center. Completion of this project will allow the Sustainability Studies faculty to better serve their students by providing hands on laboratory instruction with the composter.

   b. Trotters Creek Emergency Access Roadway

      Target Completion: Winter, 2011

      Project Description:
      This project will enhance the bridge that crosses Trotter's Creek behind Downs Hall to allow for a second means of access for emergency vehicles into the Residence Life Quad Area.

   c. Residence Life Quad Renovations - Phase 2 - Burch and Bartlett Halls

      Completion Date: Summer, 2012

      Project Description:
      This renovation will include a complete renovation of the suite bathrooms, addition of individually controlled HVAC units in each bedroom and living room, and the replacement of the Sanitary Sewer risers in both Rogers and Sozio Halls.
d. Green Lane Building

Completion Date: Fall, 2013

Project Description:
This project will demolish the existing structure on the corner of Morris Avenue and Green Lane and replace it with a new, 100,000 square foot facility that will consist of retail space, classroom instruction space, design studios, and conferencing space.

3. Recently Completed Projects

a. NJCSTM

Completion Date: Summer 2010

Project Description:
This facility is the new home of the NJ Center for Science Technology and Mathematics academic program. This 105,000 square foot six story structure consists of laboratories, classrooms and seminar space. It also includes an auditorium and a restaurant.

b. Athletic Amenities Phase 3 - Carole Hynes Field House

Completion Date: Fall 2010

Project Description:
This facility is located between the baseball and softball fields and is used to house restroom facilities, a concession stand and a fitness center.

c. University Center Skyroom

Completion Date: Summer 2010

Project Description:
Located in the heart of the University Center, the new Skyroom/game room area is an entertainment hub for all students. The space includes pool tables, televisions, Wii and lounge/meeting areas.

d. East Campus Parking Lot

Completion Date: Fall 2010

Project Description:
This project converted the former softball field into additional surface parking available for all students and visitors to Kean University.

Source: Office of Facilities and Campus Planning, Kean University 2011