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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 New Jersey Commission on Higher Education granted university status to our institution. In 2008, the University successfully started its first doctoral level programs. Today, with an additional location in Ocean County and a unique development in Wenzhou, China, the University distinguishes itself as a world-class, vibrant and diverse institution.

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 2013
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.

Revised and Adopted March 2007
II. DATA BY CATEGORY

A. ACCREDITATION STATUS

1. Institutional Accreditation

   Accrediting Body: Middle States Commission on Higher Education
   State Licensing Agency: State of New Jersey Higher Education

2. Professional Accreditation and Specialized Professional Associations

   College of Business and Public Management

   Master of Public Administration
   Accrediting 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 Council for the Accreditation of Educator Preparation (formerly 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-Language Pathology
   Accrediting Body: American Speech-Language-Hearing Council of Academic Accreditation

   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 English
   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

   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 & Health
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

**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 Education Option)
Specialized Professional Association: National Science Teachers Association

B.S. in Health Information Management Program (Joint Program with Rutgers University, formerly UMDNJ)
Accrediting Body: Commission on Accreditation for Health Information

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
New Jersey Center for Science, Technology & Mathematics

M.A. Instruction & Curriculum, Science & Technology Option
(Mathematics, Chemistry and Biology tracks)
Accrediting Body: National Science Teachers Association
National Council of Teachers of Mathematics

Nathan Weiss Graduate College

M.A. in Counseling
Accrediting Body: Council for the Accreditation of Counseling and Related Educational Programs
Clinical Mental Health, School Counseling, and School-LPC programs are accredited by CACREP
State Licensing Agency: New Jersey Professional Counselor Examiners Committee

M.A. in Educational Administration
Accrediting Body: Council for the Accreditation of Educator Preparation (formerly NCATE)
Specialized Professional Association: Educational Leadership Constituent Council

M.B.A. in Global Management
Accrediting Body: European Foundation for Management Development Program Accreditation System

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

Professional Diploma in School Psychology
Accrediting Bodies: National Association of School Psychologists
Council for the Accreditation of Educator Preparation (formerly NCATE)

Sources: Academic Affairs Office & Deans, Kean University 2013
B. NUMBER OF STUDENTS SERVED

1. Number of Undergraduate Students by Attendance Status, Fall 2012

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>9,899</td>
<td>2,996</td>
<td>12,895</td>
</tr>
<tr>
<td>%</td>
<td>76.8%</td>
<td>23.2%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Table II.B.1, Institutional Profile Data 2013, NJ Higher Education- IPEDS Fall Enrollment Survey

2. Number of Graduate Students by Attendance Status, Fall 2012

<table>
<thead>
<tr>
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<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>816</td>
<td>1,680</td>
<td>2,496</td>
</tr>
<tr>
<td>%</td>
<td>32.7%</td>
<td>67.3%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Table II.B.2, Institutional Profile Data 2013, NJ Higher Education - IPEDS Fall Enrollment Survey
3. Number of Non-Credit Students Served, Fall 2012

Not required of senior public institutions.

4. Unduplicated Number of Students for Entire Fiscal Year 2012

<table>
<thead>
<tr>
<th></th>
<th>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>15,226</td>
<td>353,410</td>
<td>11,780</td>
</tr>
<tr>
<td>Graduate</td>
<td>3,549</td>
<td>41,882</td>
<td>1,745</td>
</tr>
<tr>
<td>Total</td>
<td>18,775</td>
<td>395,292</td>
<td>13,525</td>
</tr>
</tbody>
</table>

Source: Table II.B.4, Institutional Profile Data 2013, NJ 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 2012

<table>
<thead>
<tr>
<th>Admission Status</th>
<th>Full-Time</th>
<th></th>
<th></th>
<th>Part-Time</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>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
<td>---------</td>
<td>---------</td>
<td>------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td>N</td>
<td>Mean</td>
<td>N</td>
</tr>
<tr>
<td>Regular</td>
<td>509.5</td>
<td>690</td>
<td>480.9</td>
<td>692</td>
<td>483</td>
<td>645</td>
</tr>
<tr>
<td>EOF Admits</td>
<td>448.2</td>
<td>97</td>
<td>428.8</td>
<td>97</td>
<td>418.5</td>
<td>95</td>
</tr>
<tr>
<td>Special Admits</td>
<td>422.7</td>
<td>432</td>
<td>418.5</td>
<td>432</td>
<td>404.2</td>
<td>417</td>
</tr>
<tr>
<td>All Admits</td>
<td>473.8</td>
<td>1,219</td>
<td>454.7</td>
<td>1,221</td>
<td>449.3</td>
<td>1,157</td>
</tr>
<tr>
<td>Missing</td>
<td>161</td>
<td>159</td>
<td>223</td>
<td>18</td>
<td>17</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: Table II.C.1, Institutional Profile Data 2013, NJ 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 2012, 71 of 1,381 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 2013

   c. Total Number of Undergraduate Students Enrolled in Remediation Courses, Fall 2012

<table>
<thead>
<tr>
<th>Total Undergraduate Enrollment</th>
<th>Number of Students Enrolled in One or More Remedial Courses</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12,895</td>
<td>753</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

Source: Table II.C.2, Institutional Profile Data 2013, NJ 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 2012

<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>1381</td>
<td>638</td>
<td>46.2%</td>
</tr>
</tbody>
</table>

Source: Table II.C.2, Institutional Profile Data 2013, NJ Higher Education - SURE Fall Enrollment File

e. First-time, Full-time (FTFT) Students Enrolled in Remediation by Subject Area, Fall 2012

<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>Math Computation</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Elem. Algebra</td>
<td>324</td>
<td>23.5%</td>
</tr>
<tr>
<td>Reading</td>
<td>317</td>
<td>23.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>267</td>
<td>19.3%</td>
</tr>
<tr>
<td>English</td>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

Source: Table II.C.2, Institutional Profile Data 2013, NJ 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 2012

<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>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Full-Time</td>
<td>3,597</td>
<td>36.3%</td>
<td>1,695</td>
<td>17.1%</td>
<td>2,275</td>
<td>23.0%</td>
<td>550</td>
<td>5.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>0.1%</td>
<td>139</td>
<td>1.4%</td>
<td>1,632</td>
<td>16.5%</td>
<td>9,899</td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td>1,228</td>
<td>41.0%</td>
<td>558</td>
<td>18.6%</td>
<td>560</td>
<td>18.7%</td>
<td>160</td>
<td>5.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0.1%</td>
<td>33</td>
<td>1.1%</td>
<td>453</td>
<td>15.1%</td>
<td>2,996</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4,825</td>
<td>37.4%</td>
<td>2,253</td>
<td>17.5%</td>
<td>2,835</td>
<td>22.0%</td>
<td>710</td>
<td>5.5%</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>15</td>
<td>0.1%</td>
<td>172</td>
<td>1.3%</td>
<td>2,085</td>
<td>16.2%</td>
<td>12,895</td>
<td></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 2013, NJ Higher Education - IPEDS Fall Enrollment Survey

b. Undergraduate Enrollment by Gender and Attendance Status, Fall 2012

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th></th>
<th>Part-Time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>4,003</td>
<td>40.4%</td>
<td>5896</td>
<td>59.6%</td>
<td>9,899</td>
</tr>
<tr>
<td>Part-Time</td>
<td>1,057</td>
<td>35.3%</td>
<td>1,939</td>
<td>64.7%</td>
<td>2,996</td>
</tr>
<tr>
<td>Total</td>
<td>5,060</td>
<td>39.2%</td>
<td>7,835</td>
<td>60.8%</td>
<td>12,895</td>
</tr>
</tbody>
</table>

Undergraduate Enrollment by Gender and Attendance Status, Fall 2012

Source: Table II.C.3.b, Institutional Profile Data 2013, NJ Higher Education - IPEDS Fall Enrollment Survey
c. Undergraduate Enrollment by Age and Attendance Status, Fall 2012

<table>
<thead>
<tr>
<th></th>
<th>&lt; 18</th>
<th>18-19</th>
<th>20-21</th>
<th>22-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50-64</th>
<th>65+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time</strong></td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>72</td>
<td>2,285</td>
<td>2,966</td>
<td>2,901</td>
<td>1,012</td>
<td>316</td>
<td>142</td>
<td>152</td>
<td>52</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.7%</td>
<td>23.1%</td>
<td>30.0%</td>
<td>29.3%</td>
<td>10.2%</td>
<td>3.2%</td>
<td>1.4%</td>
<td>1.5%</td>
<td>0.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Part-Time</strong></td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>109</td>
<td>68</td>
<td>222</td>
<td>739</td>
<td>699</td>
<td>340</td>
<td>244</td>
<td>391</td>
<td>177</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>3.6%</td>
<td>2.3%</td>
<td>7.4%</td>
<td>24.7%</td>
<td>23.3%</td>
<td>11.3%</td>
<td>8.1%</td>
<td>13.1%</td>
<td>5.9%</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>181</td>
<td>2,353</td>
<td>3,188</td>
<td>3,640</td>
<td>1,711</td>
<td>656</td>
<td>386</td>
<td>543</td>
<td>229</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>1.4%</td>
<td>18.2%</td>
<td>24.7%</td>
<td>28.2%</td>
<td>13.3%</td>
<td>5.1%</td>
<td>3.0%</td>
<td>4.2%</td>
<td>1.8%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

Source: Table II.C.3.c, Institutional Profile Data 2013, NJ Higher Education - IPEDS Fall Enrollment Survey
4. Financial Aid from State, Federal & Institution-Funded Programs, Fiscal Year 2012

<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>6,173</td>
<td>24,057,000</td>
<td>3,897.13</td>
</tr>
<tr>
<td>College Work Study</td>
<td>295</td>
<td>585,000</td>
<td>1,983.05</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>275</td>
<td>257,000</td>
<td>934.55</td>
</tr>
<tr>
<td>SEOG</td>
<td>483</td>
<td>370,000</td>
<td>766.05</td>
</tr>
<tr>
<td>Plus Loans</td>
<td>813</td>
<td>7,952,000</td>
<td>9,781.06</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>8,302</td>
<td>31,569,000</td>
<td>3,802.58</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>8,692</td>
<td>32,666,000</td>
<td>3,758.17</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>105</td>
<td>343,000</td>
<td>3,266.67</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>3,310</td>
<td>12,306,000</td>
<td>3,717.82</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>831</td>
<td>859,000</td>
<td>1,033.69</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>17</td>
<td>13,000</td>
<td>764.71</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>39</td>
<td>34,000</td>
<td>871.79</td>
</tr>
<tr>
<td>NJ Stars</td>
<td>195</td>
<td>492,000</td>
<td>2,523.08</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>339</td>
<td>2,965,000</td>
<td>8,746.31</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>802</td>
<td>2,262,000</td>
<td>2,820.45</td>
</tr>
<tr>
<td>Loans</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Table II.C.4, Institutional Profile Data 2013, NJ Higher Education - NJIPEDS Form #41 Student Financial Aid Report (Fiscal Year 2012)

5. Percentage of Full-Time, First-Time, Matriculated Undergraduates by State Residence, Fall 2012

<table>
<thead>
<tr>
<th>State Residents</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1312</td>
<td>69</td>
<td>1381</td>
<td>95.0%</td>
</tr>
</tbody>
</table>

Source: Table II.C.5, Institutional Profile Data 2013, NJ Higher Education - IPEDS Fall Enrollment Survey
D. STUDENT OUTCOMES

1. Graduation Rates

   a. Graduation Rates of Full-Time, First-Time Undergraduates by Race/Ethnicity, Fall 2006 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></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Fall 2006 Cohort</td>
<td>650</td>
<td>302</td>
<td>269</td>
<td>102</td>
<td>18</td>
<td>53</td>
<td>1394</td>
</tr>
<tr>
<td>Graduates after 4 Years</td>
<td>138</td>
<td>41</td>
<td>38</td>
<td>36</td>
<td>4</td>
<td>10</td>
<td>267</td>
</tr>
<tr>
<td>Graduates after 5 Years</td>
<td>309</td>
<td>103</td>
<td>104</td>
<td>53</td>
<td>8</td>
<td>19</td>
<td>596</td>
</tr>
<tr>
<td>Graduates after 6 Years</td>
<td>352</td>
<td>125</td>
<td>124</td>
<td>60</td>
<td>9</td>
<td>26</td>
<td>696</td>
</tr>
</tbody>
</table>

* Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.
Source: Table II.D.1.a, Institutional Profile Data 2013, NJ Higher Education - IPEDS Graduation Rate Survey

2. Third-Semester Retention Rates

   a. Third-Semester Retention of First-time Undergraduates, Fall 2011 to Fall 2012

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011 First-Time Undergraduates</td>
<td>Retained in Fall 2012</td>
<td>Retention Rate</td>
</tr>
<tr>
<td>1,794</td>
<td>1,294</td>
<td>72.1%</td>
</tr>
</tbody>
</table>

Source: Table II.D.2, Institutional Profile Data 2013, NJ 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 2012

<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></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>47</td>
<td>30</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>30</td>
<td>26</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>24</td>
<td>23</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>All Others</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>101</td>
<td>79</td>
<td>13</td>
<td>15</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NON-TENURED</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>10</td>
<td>22</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>All Others</td>
<td>4</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19</td>
<td>41</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

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 2013, NJ Higher Education - IPEDS Human Resources Survey

2. Number and Percentage of Course Sections Taught by Faculty Status, Fall 2012

<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>1,325</td>
<td>40.5%</td>
<td>1,765</td>
<td>53.9%</td>
<td>186</td>
</tr>
<tr>
<td>3,276</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please Note: Other includes Administrators and Staff
Source: Fall 2012 Data, IR Enroll_Froz Table, Office of Institutional Research, Kean University 2013

3. Percentage of Full-Time and Part-Time Faculty, Fall 2012

<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>344</td>
<td>23.2%</td>
<td>1137</td>
<td>76.8%</td>
</tr>
<tr>
<td>1481</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Table II.E.3, Institutional Profile Data 2013, NJ 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>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</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>11</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</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>Ms. Ada Morell, Chair</td>
<td>Deputy District Director</td>
<td>Congressman Albio Sires</td>
</tr>
<tr>
<td>Mr. Michael D’Agostino, Vice Chair</td>
<td>Retired, Union Leader</td>
<td>Local 715 Carpenter's Union</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>Dr. Thomas Bistocchi</td>
<td>Retired Superintendent</td>
<td>Union County Vocational Technical Schools</td>
</tr>
<tr>
<td>Mr. Robert W. Cockren, Esq.</td>
<td>Attorney/Partner</td>
<td>SNR Denton</td>
</tr>
<tr>
<td>Mr. Eugene Enlow, Esq.,</td>
<td>Retired, Chair &amp; CEO</td>
<td>Atlantic Detroit Diesel</td>
</tr>
<tr>
<td>Mr. Dave Gibbons</td>
<td>President</td>
<td>Elberon Development Co., LLC</td>
</tr>
<tr>
<td>Mr. David Halpern</td>
<td>President</td>
<td>Atlantic Realty Development Company</td>
</tr>
<tr>
<td>Mr. John Kean Jr.</td>
<td>Managing Partner</td>
<td>IBA, LLC</td>
</tr>
<tr>
<td>Mr. Doug Keller</td>
<td>Senior Vice President</td>
<td>Merrill Lynch</td>
</tr>
<tr>
<td>Ms. Linda Lewis</td>
<td>Guidance Director</td>
<td>Elizabeth Public Schools District</td>
</tr>
<tr>
<td>Dr. Lamont Repollet, Secretary</td>
<td>Principal</td>
<td>Carteret High School</td>
</tr>
<tr>
<td>Ms. Barbara Sobel</td>
<td>President</td>
<td>Sobel Family Foundation</td>
</tr>
<tr>
<td>Mr. Richard Trabert</td>
<td>Public Relations Consultant</td>
<td></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 2013 – Data as of July 2, 2013
G. PROFILE OF THE INSTITUTION

1. Degree and Certificate Programs

a. 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
  General Business Option
  International Business Option
  Management of Organizations Option
  Supply Chain 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
  Global Fitness and Wellness Option
  Health and Physical Education Teaching Certification Option
B.A. in Recreation Administration
  Therapeutic Recreation Option
  Commercial Recreation Option
  Community Recreation Option
B.A. in Spanish
  Pre-Occupational Therapy Track
  Pre-Physical Therapy Track
  Teacher Certification Option
B.A. in Speech and Hearing Sciences
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
  Journalism Option
  Public Relations Option
  Media Option
  Film Option
B.A. in Economics
Business Economics Option
Pre-Occupational 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
Honors Option
Pre-Occupational Therapy Track
Pre-Physical Therapy Track
Teacher Certification (K-12) 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
General Option
Pre-Occupational Therapy Track
Pre-Physical Therapy Track

B.S. in Psychology/Psychiatric Rehabilitation

B.A. in Sociology
General Option
Pre-Occupational Therapy Track

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

College of Natural, Applied and Health Sciences

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

B.S. in Biology
Cell and Molecular Biology Option
Environmental Option

B.A. in Chemistry
General Option
Pre-Professional Option
Teacher Certification Option
Technical Sales and Marketing Option

B.S. in Chemistry
ACS Certified Chemical Instrumentation Option
ACS Certified 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
Pre-Occupational Therapy Track
Kean University

Earth Sci Gen Geol Sci & Society Option
Earth Sci Gen Atmo Sci & Society Option
Earth Sci General Ocean & Society Option
Earth Sci Tech & Society 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
  Teacher of Students with Disabilities (K-12) Option

B.S. in Sustainability Science

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 Rutgers University, formerly UMDNJ)
B.A./M.S. in Physician Assistant (with Rutgers University, formerly UMDNJ)
B.A./D.P.T. in Physical Therapy (with Rutgers University, formerly UMDNJ)
B.A./M.S. in Occupational Therapy (Kean University)
B.A./M.A. in Health Information Management/Communication (with Rutgers University, formerly UMDNJ)
B.S./CLS (Clinical Lab Science) in Medical Lab Science (with Rutgers University, formerly UMDNJ)
B.S./CLS Cytotechnology (with Rutgers University, formerly 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. Mus. In Performance and Pedagogy
B.A. in Fine Arts
  General Option
  Pre-Occupational Therapy Track
  Teacher Certification Option
B.A. in Art Education
B.F.A. in Studio Art
  Photography Option
B.A. in Theatre
B.A. in Theatre Education, Teacher Certification Option
B.F.A. in Theatre Performance
B.F.A. in Theatre Design & Technology
B.F.A. in Graphic Design
  Interactive Print and Screen Option
  Interactive Advertising Option
B.F.A. Vis Com/Advertising

**New Jersey Center for Science, Technology and Mathematics**
B.S. in Science & Technology
- Biomedicine Option
- Molecular Biology/Biotechnology Option
- Computational Applied Mathematic Research Option
- Biology Secondary Education Option
- Chemistry Secondary Education Option
- Mathematics Secondary Education Option

**Joint Admissions Programs**
B.S. in Science & Technology/M.D. (with Drexel University College of Medicine)
B.S. in Science & Technology, Engineering Science Option (with NJIT) for Engineering Master’s Degree

Source: Academic Affairs Office and College Deans, Kean University 2013

**b. 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
- Classroom Instruction Option
- Teacher Certification: K-5
- Teacher Certification: K-12
- Teacher Certification: Elementary/Middle (K-5/5-8)
- Teacher Certification: Spanish
- Teaching Chemistry Option New Jersey Approved Pilot Program
- Teaching Physics Option New Jersey Approved Pilot Program
- Teaching English as a Second Language Option
- Earth Science Option
- Mathematics, Science and Computer Education Option
- Mastery in Teaching 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
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

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

New Jersey Center for Science, Technology and Mathematics
M.S. in Biotechnology Science

Joint 5-Year Bachelor/Master Degree Programs
B.S./M.S. Science and Technology
B.S. in Science & Technology/M.S. Science & Technology
  Molecular Biology/Biotechnology Option
  Computational Mathematics Option
B.S. Science & Technology / M.A. Instruction & Curriculum, Science & Technology Option
  B.S. in Science & Technology options in biology, chemistry or math secondary education
M.A. Instruction & Curriculum, Science & Technology Option / Tracks in Chemistry, Biology or Math

Nathan Weiss Graduate College
M.A. in Counseling
  School Counseling Option
  School-LPC Option
  Clinical Mental Health Counseling Option
  Alcohol and Drug Abuse Counseling Option

M.A. in Educational Administration
  Principal and Supervisor Option
School Business Administrator Option
M.B.A. in Business Administration
   Executive Option
   Global Management Option
M.S. in Occupational Therapy
M.S.W. in Social Work
   Social Work (General) Option
   Advanced Standing Extended Option
Professional Diploma in School Psychology
Ed.D. Doctor of Education in Urban Leadership
Psy.D. Doctor of Psychology in Combined School & Clinical Psychology

Source: Academic Affairs & College Deans, Kean University 2013

c. Certification Programs

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

Certificates in Education

Administrative Certificate Endorsements
   Principal (Provides a Certificate 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) may be obtained by completing the Professional Diploma Program in School Psychology
   Speech-Language Specialist (Teaching Certificate Not Required) may be obtained by completing the M.A. in Speech Language Pathology
   School Counselor (Teaching Certificate Not Required) may be obtained by completing the M.A. in Counseling
   School Nursing
   Substance Awareness Coordinator

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)

d. Non-Degree Professional Coursework
Conflict Resolution and Communication
Teaching the Holocaust and Prejudice Reduction
Leadership and Communication
Post-Masters Licensed Professional Counselor Option
Public Speaking and Presentation
Public Relations and Journalism
Speech Language Pathology Pre-Professional Program

Source: Academic Affairs Office & College Deans, Kean University 2013

2. Other - Agreements with Other Colleges and Universities

Kean Ocean
Kean University and Ocean County College (OCC) continue the Kean-Ocean 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.

The bachelor's degree programs offered through Kean-Ocean include: Accounting, Biology, Computer Science, Criminal Justice, English, Finance, Graphic Design, History, Management Science, Marketing, Nursing, Psychology, Public Administration, and Sociology along with programs in Elementary and Special Education (K-5 with content areas/second majors in Biology, English, History, Psychology or Sociology and K-8, with subject certification in Biology, English, or History), Secondary and Dual Certification in Secondary Education (in Biology, English and History), as well as Physical Education and Health. Students who have already completed their associate's degrees have their OCC courses evaluated and matched as closely as possible to the requirements for Kean degrees. Those students who have followed the 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, will be assure complete transferability of their credits.

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 (also the certificate option). Stacie: These programs have been placed on hiatus and are not accepting new students at present. You could list them by saying the following graduate programs offer some course at the OCC location, but will require some attendance at the Union campus.

Additional Kean programs will continue to be added on an ongoing basis, as needs and demands indicate viability. Kean is building a full campus of its own immediately adjacent to the OCC campus. Construction of the first building of this campus is nearing completion, with occupancy scheduled for August, 2013. Until then, Kean classes have been 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, Kean University 2013

**Kean China**

The Chinese Ministry of Education has approved the development of an additional location of Kean University in Wenzhou, China. After a one year assessment and a follow up review a final decision will be made by the Chinese authorities. Kean University is required to obtain approval from the Middle States Commission on Higher Education and other U.S. authorities before a final commitment is made. The campus is to be created and sustained in a two year pilot program with the Wenzhou municipal government, which will fully underwrite all costs for the campus, and with Wenzhou University. Officially designated for the next two years as "Wenzhou-Kean University (in preparation)," the campus is to be designed for and built upon a scenic site of 175 acres with facilities to accommodate up to 10,000 full-time residential students. An initial class of 500 students will be admitted (into what will then be Wenzhou-Kean University proper) for the Fall semester of 2014.

To facilitate the success of the endeavor, Kean University will establish a preliminary physical presence in Wenzhou through traditional international-study and student-exchange programs with Wenzhou University (sending Kean students from Union for a semester of study at Wenzhou University) and through three pilot programs (in Accounting, Computer Science, and English) offered to a small group of Chinese students (up to 200) admitted through a special joint project of Wenzhou University and Kean University. These students will complete slightly less than half of their Kean baccalaureate programs with Kean courses offered on the campus of Wenzhou University for the next two years. In 2014, they will have the option of completing their baccalaureate studies at the newly opened Wenzhou-Kean University site or at the Kean University campus in the U.S. Kean may submit its application for the substantive change to the branch campus if the circumstances warrant to the Middle States Commission in the future.

Source: President's Office, Kean University 2013

**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 Transfer Legislation (Lampitt Bill) 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. Please note: All lower division General Education requirements are considered completed with the A.A. or A.S. degree, unless one or more of the required courses are prerequisites for additional coursework. A.A.S. degrees are not covered by the legislation.

Kean University has joint degree programs in Health Information Management, Physical Assistant, Pre-Physical Therapy, Clinical Lab Science (CLS) Medical Lab Science and CLS Cytotechnology with Rutgers University (formerly UMDNJ) in Newark. Students complete the general education requirements at Kean and then apply to Rutgers University (formerly UMDNJ) for the professional phase of the program. Upon completion, students receive a joint bachelor's degree from Kean University and Rutgers University (formerly UMDNJ).
Kean University’s New Jersey Center for Science, Technology and Mathematics (NJCSTM) has multiple articulation agreements and interested persons must apply thru NJCSTM. There is an articulation agreement with Raritan Valley Community College whereby candidates for the associates degree in biotechnology can apply to transition with junior status into the NJCSTM five year bachelor/master degree scientist-research track.

NJCSTM with Drexel University College of Medicine and St. Peter's University Hospital have a partnership offering a 4 + 4 Bachelor of Science/Medical Degree (B.S./M.D.) Scholars Program. 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, and 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. This is a flat rate tuition program and upon completing the B.S. in Science & Technology degree, persons must 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.

NJCSTM offers an exciting opportunity for students wishing to pursue careers in engineering science. Kean University and the New Jersey Institute of Technology (NJIT) have partnered to offer the Engineer Science Scholars Program to highly qualified undergraduate students. Students in this program who meet all the requirements while in college are awarded the B.S. in Science & Technology / Engineering Science degree from NJCSTM at Kean University then complete their Master’s degree in The College of Engineering at NJIT's Newark NJ Campus.

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

- Brookdale Community 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
- Union County College

Source: NJCSTM, Center for Academic Success (CAS), College Deans and Academic Affairs, Kean University 2013

**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:

- Brookdale Community College
- County College of Morris
- Essex County College
- Hudson County College
- Middlesex County College
- Ocean County College
- Passaic County Community College
- Raritan Valley Community College
- Union County College

Source: Center for Academic Success (CAS), College Deans & Academic Affairs, Kean University 2013

**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:

- Rutgers University formerly University of Medicine and Dentistry of New Jersey
- New York College of Podiatric Medicine, New York
- Drexel University College of Medicine
Kean University and the Union County Vocational and Technical School Academy for Performing Arts (UCVTS) have established a dual-enrollment partnership, allowing students from the Academy to complete their senior year of high school and freshman year of college simultaneously, enrolling in a full college course load. Partnerships with other career academies at UCVTS in Design and in Education are in the process of being developed.

Source: College of Natural, Applied and Health Sciences & College of Visual and Performing Arts, Kean University 2013

**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, Middlesex County College, Bergen Community College and a branch location at Ocean County Community College.

Source: College of Natural, Applied and Health Sciences, Kean University 2013
H. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

1. Research & Development Expenditures, 2012-2013

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federally Financed Academic R&amp;D Expenditures</td>
<td>347,276</td>
</tr>
<tr>
<td>Institutionally Financed Academic R&amp;D Expenditures</td>
<td>414,180</td>
</tr>
<tr>
<td><strong>Total Academic R&amp;D Expenditures</strong></td>
<td><strong>761,456</strong></td>
</tr>
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</table>

Source: Office of Research and Sponsored Programs, Kean University 2013
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>
</tr>
</thead>
<tbody>
<tr>
<td>Martin, Arlene</td>
<td>Professional Impact New Jersey</td>
<td>New Jersey Department of Human Services</td>
<td>2,225,440</td>
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<tr>
<td>Perez, Rosa</td>
<td>The Exceptional Educational Opportunities</td>
<td>New Jersey Higher Education</td>
<td>1,120,048</td>
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<tr>
<td>Grant, Karen</td>
<td>Local Fire Fighters Training</td>
<td>New Jersey Department of State</td>
<td>879,202</td>
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<tr>
<td>Baldwin, Brian</td>
<td>Math and Science Partnership</td>
<td>New Jersey Department of Education</td>
<td>710,400</td>
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<tr>
<td>Polirstok, Susan</td>
<td>Garden State Partnership for Teacher Quality</td>
<td>United States Department of Education</td>
<td>399,262</td>
</tr>
<tr>
<td>Knezek, Claudia</td>
<td>Traffic Safety Program</td>
<td>New Jersey Division of Highway Traffic Safety</td>
<td>313,106</td>
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<tr>
<td>Jackson, Veronica</td>
<td>Upward Bound</td>
<td>United States Department of Education</td>
<td>275,241</td>
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<tr>
<td>Polirstok, Susan</td>
<td>New Vistas Teachers Project</td>
<td>United States Department of Education</td>
<td>261,145</td>
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<td>Cerda, Victoria</td>
<td>Hispanic Foster Care - Hudson</td>
<td>New Jersey Department of Children and Families</td>
<td>169,641</td>
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<tr>
<td>Sims, Nathaniel</td>
<td>The New Jersey Small Business Development Center - Operational Support</td>
<td>United States Small Business Association</td>
<td>156,538</td>
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<tr>
<td>Bonillas, Consuelo</td>
<td>New Jersey Personal Responsibility Education Program</td>
<td>New Jersey Department of Health and Senior Services</td>
<td>155,000</td>
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<tr>
<td>Bonillas, Consuelo</td>
<td>Healthy Behaviors in Women and Families</td>
<td>Health Resources and Services and Administration</td>
<td>149,963</td>
</tr>
<tr>
<td>Name</td>
<td>Project Description</td>
<td>Institution</td>
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<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>------------</td>
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<tr>
<td>Jensen, Janis</td>
<td>Startalk 2013</td>
<td>National Foreign Language Center</td>
<td>121,263</td>
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<td>Shulman, Martin</td>
<td>Speech Upgrade</td>
<td>New Jersey Department of Education</td>
<td>120,000</td>
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<tr>
<td>Caceres, Jose</td>
<td>New Jersey AIM Academy Initiative</td>
<td>New Jersey Higher Education</td>
<td>115,129</td>
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<tr>
<td>Chang, George</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>Eaton, William</td>
<td>REU Site: Ecosystem Studies in the Maquenque National Wildlife Refuge (MNWLR) of Costa Rica</td>
<td>National Science Foundation</td>
<td>96,705</td>
</tr>
<tr>
<td>Glazewski, Barbara</td>
<td>Autism Special Skills Program</td>
<td>Elizabethtown Healthcare Foundation</td>
<td>55,000</td>
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<tr>
<td>Cerda, Victoria</td>
<td>CARAS Metro Family</td>
<td>New Jersey Department of Children and Families</td>
<td>50,000</td>
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<tr>
<td>Tomich, Melissa</td>
<td>Irvington Summer Enrichment Program</td>
<td>Irvington Board of Education</td>
<td>44,905</td>
</tr>
<tr>
<td>Foreman, Lindy</td>
<td>Scholarships for Mature Women Students</td>
<td>The Charlotte W. Newcombe Foundation</td>
<td>42,000</td>
</tr>
<tr>
<td>Foreman, Lindy</td>
<td>Rummel Scholars</td>
<td>Rummel Foundation</td>
<td>35,000</td>
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<tr>
<td>Hilliard-Nelson, Gail</td>
<td>Perth Amboy Summer Program</td>
<td>Perth Amboy Board of Education</td>
<td>32,000</td>
</tr>
<tr>
<td>Hilliard-Nelson, Gail</td>
<td>Perth Amboy STEM Enrichment Program (Academic Year)</td>
<td>Perth Amboy Board of Education</td>
<td>32,000</td>
</tr>
<tr>
<td>Caceres, Jose</td>
<td>Project Adelante</td>
<td>Perth Amboy Board of Education</td>
<td>30,000</td>
</tr>
<tr>
<td>Zamora, Mia</td>
<td>SEED Grant</td>
<td>National Writing Project</td>
<td>20,000</td>
</tr>
<tr>
<td>Wooten, John</td>
<td>Premiere Stages</td>
<td>New Jersey State Council on the Arts</td>
<td>17,228</td>
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<tr>
<td>Hilliard-Nelson, Gail</td>
<td>Plainfield Summer Program</td>
<td>Plainfield Board of Education</td>
<td>16,811</td>
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<tr>
<td>Zamora, Mia</td>
<td>Spring Writing Project</td>
<td>Passaic County Technical Institute</td>
<td>15,075</td>
</tr>
<tr>
<td>Morreale, Patricia</td>
<td>CS4HS Workshop</td>
<td>Google</td>
<td>15,000</td>
</tr>
<tr>
<td>Wooten, John</td>
<td>Premiere Stages</td>
<td>The Geraldine R. Dodge Foundation</td>
<td>15,000</td>
</tr>
<tr>
<td>Sims, Nathaniel</td>
<td>Small Business Development Center</td>
<td>New Jersey Business Action Center</td>
<td>14,218</td>
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<tr>
<td>Merritt, J. Robert</td>
<td>Student Internship for Scientific Literature</td>
<td>Sai Life Sciences</td>
<td>11,000</td>
</tr>
<tr>
<td>Foreman, Lindy</td>
<td>NJCSTM Scholarships</td>
<td>Wells Fargo</td>
<td>10,000</td>
</tr>
<tr>
<td>Schroh, William</td>
<td>Liberty Hall Museum</td>
<td>The Hyde and Watson Foundation</td>
<td>10,000</td>
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<tr>
<td>Wooten, John</td>
<td>Premiere Stages</td>
<td>Shubert Foundation</td>
<td>10,000</td>
</tr>
<tr>
<td>Jackson, Veronica</td>
<td>Upward Bound</td>
<td>Novartis</td>
<td>9,500</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.

Five RTR projects were funded for the 2012-13 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.

Three non-tenured faculty research projects (UFRI) were funded for the 2012-13 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. Nine projects were funded during summer 2012.

<table>
<thead>
<tr>
<th>Zamora, Mia</th>
<th>Professional Development for Improving Instructional Quality</th>
<th>Jersey City Public Schools</th>
<th>9,275</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merritt, J. Robert</td>
<td>Medchem Short Course</td>
<td>Sai Life Sciences</td>
<td>9,100</td>
</tr>
<tr>
<td>Hassett-Walker, Constance</td>
<td>Evaluation Services</td>
<td>Passaic Board of Education</td>
<td>8,000</td>
</tr>
<tr>
<td>Chen-Hafteck, Lily</td>
<td>Advancing Interdisciplinary Research in Singing (AIRS)</td>
<td>University of Prince Edward Island</td>
<td>7,000</td>
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<tr>
<td>Gardner, Jennifer</td>
<td>Par Fore Program</td>
<td>Kean Lift</td>
<td>5,400</td>
</tr>
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<td>Wooten, John</td>
<td>Premiere Stages</td>
<td>Hudson City Savings Charitable Foundation</td>
<td>5,000</td>
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<tr>
<td>Krause-Parello, Cheryl</td>
<td>Canine Visitation and Hospitalized Older Veterans: An Innovative Approach to Impacting Stress Indicators</td>
<td>Sigma Theta Tau International</td>
<td>4,999</td>
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<td>Wooten, John</td>
<td>Premiere Stages</td>
<td>Robert Rauschenberg Foundation</td>
<td>2,650</td>
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<tr>
<td>Santo Pietro, Mary Jo</td>
<td>Institute for Adults Living with Communication Disabilities</td>
<td>The Hyde and Watson Foundation</td>
<td>2,500</td>
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<tr>
<td>Perkiss, Abigail</td>
<td>New Jersey Council for the Humanities</td>
<td>From &quot;I Like Ike&quot; to Will.I.Am: Electing a President in the Media Age</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>7,907,852</td>
</tr>
</tbody>
</table>

Source: Office of Research and Sponsored Programs, Kean University 2013
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. Seven faculty members received this award for the 2012-2013 academic year.

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

Making a Case for Green Information Systems (IS)
*Thomas Abraham, Management, Marketing and International Business*

Race, Gender and Empire in American Detection—A Monograph
*John Gruesser, English*

Orchestral Composition for the New Jersey Youth Symphony
*Matthew Halper, Music*

Behavioral and Psychobiologic Efficacies of Animal-Assisted Therapy on Traumatic Stress Disorder in Child Survivors of Sexual Abuse
*Cheryl Krause-Parello, Nursing*

*Lyn Schraer-Joiner, Music*

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

An Efficient Software Application Development Process for Cloud Computing
*Jing-Chiou Liou, Computer Science*

Can the Use of Meditation Affect the Mental State of Stroke Patients to Improve the Efficacy of Motor Learning?
*Jacqueline Massa, Psychology*

An Alternative Approach for Measuring Organizational Culture
*Sheela Pandey, Management, Marketing and International Business*

**Students Partnering with Faculty Summer Research Program Awards (SpF)**

Structures and Immersive Environments: Exploring the Sensory Relationship Between Performer and Spectator in a Shared Performance Space.
*Anna Demers (Faculty), Natalie Bailey (Student), Frank Giamella (Student), Joshua Schnetzer (Student)*

Examining the Adoption and Dynamic Use of Social Media in Small Business
*Xiaoyun Heft (Faculty), Jinping Guo (Student), Rameez Qureshi (Student)*

Touched with Fire: An Anthology of Poems on Human Flourishing
*Donald Moores (Faculty), Kelly Johnson (Student), Meggan McGuire (Student), David J. Torosian (Student), Jamie Wasco (Student)*

Quantifying Metabolites without Reference Standards: Role of Mobile Phase Compositions and LC Flow Rate on MS Response
*Dil Ramanathan (Faculty), Samantha Mahmoud (Student), Angei Ossa (Student)*

Waiting for Columbus: Science, Pseudoscience, and the Discovery of America
Brian Regal (Faculty), Brady Dupre (Student), Nathaniel Friedlander (Student), William Horlacher (Student)

Interactive Light Studio: Teaching STEM to Young Learners  
Dina Rosen (Faculty), Mary Applegate (Student), Teresa Scott-Woods (Student)

Making Educational Computer Games Appealing to Girls to Improve Their Likelihood of Computer Science Study  
Carolee Stewart-Gardiner (Faculty), Jennifer L. Greene (Student), Jennifer Lathan (Student), Nathaly Lozano (Student)

Computer Modeling, Preparation, and Thermo-Optical Behavior of the Atropisomers of 1,1’-bianthracenul and bis-1,4-(1-naphthl) naphthalene  
Yeung-Gyo Shin (Faculty), Michael Lee (Student), Adalberto Freay (Student), Brian Sheldon (Student)

Investigating Global Education Projects for Promoting Healthy Eating Behaviors Among Elementary School Children: Engaging Pre- and In-Service Teachers in Developing Project Based Activities  
Melda Yildiz (Faculty), Kimberly Crespo (Student), Brianne Mahoney (Student), Altagracia Petela (Student)

Foundation Faculty Research Awards (FFRA)

Assessing the Psychosocial Needs and Emotion Regulation Processes of Families and Children with Special Needs  
Jennifer Block Lerner, Psychology

Interdisciplinary Differential Diagnosis of Auditory Processing Disorder, Specific Language Impairment, and Attention Deficit Disorder: A Pilot Study  
Christina Luna, Communication Disorders and Deafness

Therapy Canines: Supporting Sexually Abused Children during Forensic Interviews  
Cheryl Krause-Parello, Nursing

The Memory of Progress and Struggle: Correlating the Intended and Actual Experience of the Martin Luther King, Jr. Memorial  
Abigail Perkiss, History

Characterization of Ladycalcin: A Novel Putative Calcium Binding Protein in the Ladybug  
Angela Porta, Biology

Why the Clock Ticks: Understanding Circadian Rhythm Regulation in Drosophila Melanogaster  
Rongsun Pu, Biology

Completing Darwin and the Monsters  
Brian Regal, History

Source: Office of Research and Sponsored Programs, Kean University 2013
I. MAJOR CAPITAL PROJECTS UNDERWAY IN FISCAL YEAR 2013

The transformation of the Kean University campus continued through Fiscal Year 2013 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. Kean Ocean Gateway Building

      Start Date: December, 2010
      Completion Date: August, 2013

      Project Description:
      Ocean County College and Kean University have formed a strategic partnership to enhance its educational offerings. The building of approximately 72,000 gross square feet will be located at OCC’s main campus in Toms River, NJ, and shall be designed to achieve LEED Silver Certification. The new academic building will house computer laboratories and classrooms, lecture halls, administrative offices, conference rooms, lounge areas, service kitchens and ancillary spaces.

   b. Green Lane Building Construction

      Start Date: June, 2012
      Completion Date: December, 2013

      Project Description:
      This project will be the construction of a new 100,000sf, glass façade, 5-story academic building and associated site work to be located at the corner of Green Lane and Morris Avenue in Union, NJ. The first floor will consist of retail space (approximately 20,000sf) for Barnes and Noble and a bank. Floors two through five will have classroom and administration space, while a conference center and rooftop terrace will occupy the sixth floor. The spaces include classrooms, meeting rooms, offices and a design studio.

   c. East Campus Classrooms and Occupational Therapy Clinic

      Start Date: May, 2013
      Completion Date: December, 2013

      Project Description:
      This project will be the renovation of the existing pool and locker room area at the East Campus Building. The renovations will include three new 50-person classrooms and a new state of the art Occupational Therapy Clinic that will serve as both an instructional facility as well as community clinic that will service adults and pediatric patients.

   d. East Link Bridge Upgrades

      Start Date: March, 2013
      Completion Date: August 2013

      Project Description:
      The East Link Campus Bridge Improvements project proposes the dismantling, removal and disposal of an existing two hundred twenty-four foot (224’) span, seventeen foot (17’) wide steel truss bridge with an attached walkway and concrete deck. The existing bridge will be replaced with a similar two hundred twenty-four foot (224’) span, twenty foot (20’) six inch (6”) wide steel truss pre-fabricated
bridge. The existing bridge abutments and piers will be modified and three (3) wingwalls will be constructed. The approach roadway will be reconstructed.

e. East Campus Faculty Housing

Start Date: March, 2013  
Completion Date: December, 2013  

Project Description:  
This project consists of the construction of 18 Faculty Housing units on the East Campus. Each unit will consist of apartment with two bedrooms, a living room and an eat-in kitchen. The structure will be two-stories tall.

f. University Center Cougar’s Den Expansion

Start Date: May, 2013  
Completion Date: October, 2013  

Project Description:  
This project consists of the construction of the expansion of the existing Cougar’s Den space to include the unused patio area as part of the enclosed dining room. This space will be used for student programming and events and is being done in conjunction with the Student Organization and the University Center Administration.

2. Pending Projects

a. Vaughn Eames Scene Shop and Exterior Repairs

Start Date: September, 2013  
Completion Date: December, 2014  

Project Description:  
This project consists of the construction of a two story addition to the existing Vaughn Eames building. This addition will house the CVPA Scene Shop as well as other support spaces including a costume storage room, lighting and sound classroom, and a performance studio. The project will also address systemic problems in the building regarding water infiltration at the roof and windows.

b. Exterior Door Card Readers

Start Date: September, 2013  
Completion Date: March, 2014  

Project Description:  
This project will be to install a campus-wide card access system on the exterior doors of all buildings. Once completed, Campus Police will be able to control access into and out of each building during off-hours.

c. Multi-Purpose Academic Building (North Avenue)

Start Date: September, 2013  
Completion Date: June, 2015  

Project Description:  
This project will be the construction of a new 125,000sf, glass façade, 5-story academic building and associated site work to be located at the corner of North Avenue and Morris Avenue in Union, NJ. The
spaces include a 500-seat auditorium, classrooms, meeting rooms, and offices for a variety of academic programs.

d. Athletic Field Lighting Upgrades

Start Date: September, 2013
Completion Date: June, 2014

Project Description:
This project will be the installation of light poles and lighting at the Baseball Field, Softball Field and Tennis Courts.

3. Recently Completed Projects

a. Residence Life Quad Renovations Phase 2 – Burch and Bartlett Halls

Start Date: May, 2012
Completion Date: August, 2012

Project Description:
This renovation includes 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 Burch and Bartlett Halls.

b. Residence Life Quad Emergency Generator Replacement

Start Date: September, 2012
Completion Date: April, 2013

Project Description:
This project replaces all four emergency generators at the Residence Life Quad (Burch, Bartlett, Sozio, Rogers) with new, exterior units. The existing, propane units were installed as part of the building construction in the 1970’s. The existing units were beyond their useful life and were failing with limited replacement parts available.

Source: Office of Facilities and Campus Planning, Kean University 2013