CHART OF

JUNETEENTH INTERCONTINENTAL UNIVERSITY

Motto: *Veritas I Spasenje* (Truth and Salvation)

ARTICLE I: NAME, PURPOSE, AND MISSION

Section 1.1 - Name

The name of this institution shall be "Juneteenth Intercontinental University" (hereinafter referred to as "the University" or "JIU").

Section 1.2 - Purpose

The University is established under the JIU Foundation/Fondation UIJ, a non-profit organization, as an educational institution dedicated to higher education, research, and community service.

Section 1.3 - Mission Statement

Empowering the next generation of leaders by providing them with culturally relevant educational experiences that amplify the voices of marginalized communities.

Section 1.4 - Vision Statement

We envision a future where education serves as a catalyst for change.

Section 1.5 - Motto

The University motto "Veritas I Spasenje" (Truth and Salvation) shall guide all institutional activities and decision-making processes.

ARTICLE II: GOVERNANCE STRUCTURE

Section 2.1 - Board of Regents

The Board of Regents shall be the highest governing body of the University, consisting of not less than nine (9) and not more than twenty-seven (27) members.

Section 2.1.1 - Composition

a) Nine (9) community representatives
b) Three (3) alumni representatives
c) Three (3) faculty representatives
d) Two (2) student representative
e) Two (2) staff representative
f) Up to eight (8) at-large members with relevant expertise

Section 2.1.2 - Terms

Regents shall serve three-year terms, renewable for one additional consecutive term.

Section 2.1.3 - Powers and Duties

a) Appoint and evaluate the President
b) Approve strategic plans and budgets
c) Establish policies and bylaws
d) Confer degrees and academic credentials
e) Ensure fiduciary responsibility

Section 2.2 - President

The President shall serve as the chief executive officer of the University.

Section 2.2.1 - Appointment

The President shall be appointed by the Board of Regents following a comprehensive search process.

Section 2.2.2 - Powers and Duties

    a) Implement Board policies and strategic plans
    b) Oversee daily operations
    c) Represent the University externally
    d) Supervise senior administrative staff
    e) Report to the Board of Regents

Section 2.3 - Academic Senate

The Academic Senate shall be the primary academic governance body, consisting of elected faculty representatives from each academic division.

Section 2.3.1 - Composition

    a) Elected faculty representatives (one per 10 full-time faculty members)
    b) Provost (ex-officio)
    c) Student representatives (undergraduate and graduate)

Section 2.3.2 - Powers and Duties

    a) Approve curriculum and academic programs
    b) Establish academic standards and policies
    c) Review faculty appointments and promotions
    d) Advise on academic matters

Section 2.4 – Chancellor

2.4.1 Role and Status

    a) Serves as an honorary executive leader and Chair of the Board of Regents
    b) Preserves institutional integrity, board independence, and administrative autonomy, in accordance with recognized accreditation standards

2.4.2 Appointment and Term

    a) Appointed by the Board of Regents based on distinguished service, leadership, and alignment with the mission and values of the University.
    b) The term of appointment is determined by the Board of Regents
    c) The Chancellor serves *without executive compensation*, except for approved ceremonial or representational expenses

2.4.3 Responsibilities as Chancellor (Honorary Functions)

    a) Serves as the *principal ceremonial representative* of the University
    b) Promotes the mission, values, and public image of JIU nationally and internationally
    c) Supports institutional advancement, fundraising, and strategic partnerships
    d) Represents JIU at major academic, civic, cultural, and international events
    e) Provide counsel to the President and Board on long-term vision and institutional legacy

2.4.4 Responsibilities as Chair of the Board of Regents

    a) Presides over meetings of the Board of Regents
    b) Ensures effective Board governance and adherence to bylaws
    c) Facilitates strategic discussions and policy oversight
    d) Supports Board evaluation, self-assessment, and succession planning
    e) Serves as the primary liaison between the Board and the President

2.4.5 Limitations of Authority and Separation of Powers

    a) The Chancellor *does not engage in daily management* of the University

b) The Chancellor *does not supervise faculty or staff*
c) The Chancellor *does not direct academic programs or curriculum*
d) Executive authority resides with the *President/Chief Executive Officer*
e) Academic authority resides with the *faculty through shared governance structures*

2.4.6 Relationship to the President

a) The Chancellor shall:
    i) Support the President through governance oversight rather than management
    ii) Participate in the President's evaluation process as defined by Board policy
    iii) Respect the President's authority as the chief executive and academic officer
b) All communications and actions are guided by formal governance protocols.

2.4.7 Ethical Standards and Conflict of Interest

a) The Chancellor is subject to:
    i) Board conflict-of-interest policies
    ii) Ethical governance standards
    iii) Transparency and disclosure requirements
b) Any potential conflicts are disclosed and managed in accordance with Board policy.

2.4.8 Accreditation Alignment

a) The structure and function of the Chancellor position align with:
    i) **MSCHE Standard I & II** – Mission, ethics, and integrity
    ii) **HLC Core Components 1 & 2** – Mission-driven and ethical governance
    iii) **INQAAHE Guidelines of Good Practice** – Institutional autonomy and accountability

ARTICLE III: ACADEMIC ORGANIZATION

Section 3.1 - Academic Divisions

The University shall be organized into the following academic divisions:

Section 3.1.1 – Faculty of Social Justice and Community Development

Primary Functions:
a) **Academic Programs in Social Work, Public Policy, and Community Organizing**
To design and deliver undergraduate and graduate programs that prepare students for professional practice in social work, community organizing, public policy analysis, and community advocacy.
b) **Microfinance and Community Development Initiatives**
To support applied learning and research in microfinance, cooperative economics, and community-based development models that promote economic empowerment and social sustainability.
c) **Research in Social Equity and Justice**
To advance interdisciplinary research addressing systemic inequality, social justice, human rights, and equitable development at local, national, and global levels.
d) **Community-Engaged Practice and Partnerships**
To establish reciprocal partnerships with community organizations, NGOs, and public institutions that support experiential learning and community-centered impact.

Section 3.1.2 – School of Cultural Studies and Liberal Arts

Primary Functions:
a) **Cultural, Africana, and Indigenous Studies Programs**
To offer academic programs that explore Africana studies, Indigenous knowledge systems, multicultural literature, and the historical and contemporary experiences of diverse peoples.
b) **Arts, Humanities, and Cultural Preservation**
To promote scholarship, creative expression, and cultural preservation through interdisciplinary programs in the arts and humanities.
c) **Language, Communication, and Journalism Studies**
To develop students' competencies in language, communication, media literacy, and journalism with an emphasis on ethical storytelling and cultural representation.
d) **Critical Thinking and Liberal Arts Foundations**
To cultivate analytical reasoning, ethical reflection, and civic awareness as core competencies across the curriculum.

Section 3.1.3 – Faculty of Science, Technology, and Innovation

Primary Functions:

a) **Inclusive STEM Education**
To deliver science, technology, engineering, and mathematics (STEM) programs that intentionally support underrepresented and marginalized populations.

b) **Applied Scientific Research and Innovation**
To conduct research initiatives in applied sciences, engineering, and emerging technologies that address real-world challenges.

c) **Technology for Social Good**
To design and implement technology-driven solutions that advance social impact, sustainability, accessibility, and community well-being.

d) **Interdisciplinary Collaboration and Industry Engagement**
To foster partnerships with industry, research institutions, and community stakeholders that support innovation, entrepreneurship, and knowledge transfer.

Section 3.1.4 – School of Business and Entrepreneurship

Primary Functions:

a) **Business Administration with a Social Enterprise Focus**
To educate students in business management, accounting, finance, and marketing with an emphasis on ethical leadership and social enterprise.

b) **Entrepreneurship and Innovation Programs**
To support the development of entrepreneurial skills, venture creation, and innovation ecosystems that address economic and social challenges.

c) **Cooperative and Community-Based Business Models**
To promote cooperative economics, community-owned enterprises, and alternative business structures that support inclusive economic development.

d) **Applied Learning and Business Incubation**
To provide experiential learning opportunities, mentorship, and incubation support for student-led and community-based ventures.

Section 3.1.5 – School of Education and Human Development

Primary Functions:

a) **Teacher Preparation and Pedagogical Training**
To prepare educators for effective teaching practice through evidence-based pedagogy, culturally responsive instruction, and curriculum design.

b) **Adult, Continuing, and Lifelong Education**
To deliver programs that support adult learners, professional development, and continuing education across the lifespan.

c) **Educational Leadership and Policy Studies**
To develop leaders equipped to influence educational policy, institutional leadership, and systemic reform in education systems.

d) **Human Development and Learning Sciences**
To advance scholarship and practice in human development, learning theory, and educational psychology.

Section 3.1.6 – School of Divinity and Religious Sciences

Primary Functions:

a) **Covenantal, Scriptural, and Social Justice Education**
To offer academic programs grounded in covenantal theology, scriptural studies, and social justice from a Hebrew and Hebraic worldview.

b) **Scriptural/Biblical Studies, Ethics, and Spiritual Formation**
To provide rigorous study ofscriptural/biblical texts, moral philosophy, and spiritual disciplines that support ethical leadership and personal formation.

c) **Leadership Preparation for Diverse Communities**
To prepare faith-based leaders, educators, and counselors to serve diverse communities with cultural competence and theological integrity.

d) **Interfaith Dialogue and Community Engagement**
To promote respectful dialogue, collaboration, and service across faith traditions and cultural contexts.

Section 3.1.7 – Faculty of Holistic Medicine and Health Sciences

Primary Functions:

a) **Preparation of Healthcare and Healing Practitioners**
   To educate and train medical, naturopathic, nursing, dental, and allied health professionals through accredited, interdisciplinary health sciences programs.
b) **Integrative Health Education and Research**
   To advance education and research that integrate conventional medical sciences with complementary and natural healing traditions.
c) **Comprehensive, Patient-Centered Care Models**
   To promote holistic healthcare approaches that address physical, mental, emotional, spiritual, and social dimensions of health.
d) **Harmonization of Conventional and Natural Healing Practices**
   To foster ethical, evidence-informed collaboration between biomedical and natural health modalities in clinical practice and community health initiatives.

Section 3.1.8 – Adult Learning & Professional Development

Primary Functions:
a) **Lifelong Learning Advancement**
   To design, deliver, and assess continuing education, certificate programs, and professional development pathways that support adult learners, working professionals, and non-traditional students.
b) **Workforce Alignment and Skill Development**
   To develop industry-aligned curricula, credentialing programs, and micro-credentials that respond to evolving labor-market needs and enhance employability and career advancement.
c) **Flexible and Inclusive Instructional Delivery**
   To provide accessible learning modalities (online, hybrid, evening, accelerated formats) that accommodate adult learners' schedules, responsibilities, and prior learning experiences.
d) **Prior Learning Assessment (PLA)**
   To evaluate and recognize prior learning, professional experience, and informal education through competency-based assessment and credit recognition frameworks.

Section 3.1.8 – Faculty of Civic Engagement & Public Service Development

Primary Functions:
a) **Civic Leadership Education**
   To educate students in civic responsibility, democratic participation, ethical leadership, and public service through interdisciplinary academic programs and applied learning experiences.
b) **Public Service Training and Capacity Building**
   To prepare students and community stakeholders for careers in public service, non-profit leadership, governance, advocacy, and public administration.
c) **Community-Based Learning Integration**
   To integrate service-learning, experiential education, and community-embedded projects into academic programs in collaboration with public institutions and civil society organizations.
d) **Policy Literacy and Civic Research**
   To support research, dialogue, and training on public policy, governance systems, civic rights, and institutional accountability.

Section 3.1.9 – Faculty of Social Justice & Community Development

Primary Functions:
a) **Education for Social Equity and Justice**
   To offer academic programs and research initiatives that examine systemic inequality, social justice frameworks, human rights, and community empowerment.
b) **Community Development and Capacity Building**
   To train students in community-based development strategies, participatory research, and sustainable social interventions that address local and global challenges.
c) **Applied Social Research and Advocacy**
   To conduct and disseminate research that informs social policy, community organizing, and evidence-based advocacy for marginalized and underserved populations.
d) **Partnerships with Grassroots and Community Organizations**
   To establish reciprocal partnerships with community organizations, NGOs, and social movements that support experiential learning and social transformation.

Section 3.2 - Academic Standards

All academic programs must align with the University's mission of empowering marginalized communities and promoting social justice.

Section 3.3 – Academic Programs, Quality Assurance, and Institutional Integrity

Section 3.3.1 – Academic Program Design and Approval

Primary Functions:
a) **Program Development and Alignment**
   To ensure that all academic programs are purposefully designed, mission-aligned, and responsive to societal, cultural, and workforce needs.
b) **Curriculum Approval and Oversight**
   To establish formal processes for curriculum review, approval, and modification through appropriate academic governance bodies.
c) **Learning Outcomes and Credential Integrity**
   To define clear program-level and course-level learning outcomes aligned with credential standards and qualification frameworks.

Section 3.3.2 – Teaching, Learning, and Assessment Standards

Primary Functions:
a) **Academic Rigor and Instructional Quality**
   To maintain high standards of teaching and learning across all delivery modes (in-person, online, hybrid).
b) **Assessment of Student Learning**
   To implement transparent, fair, and outcomes-based assessment practices that accurately measure student achievement.
c) **Inclusive and Equitable Pedagogy**
   To promote culturally responsive, accessible, and inclusive teaching practices that support diverse learners.

Section 3.3.3 – Faculty Qualifications and Professional Standards

Primary Functions:
a) **Faculty Credentialing and Appointment**
   To ensure that faculty members possess appropriate academic qualifications, professional experience, and subject-matter expertise.
b) **Ongoing Faculty Development**
   To support continuous professional development in pedagogy, research, assessment, and emerging disciplinary practices.
c) **Ethical and Professional Conduct**
   To uphold clear standards of academic integrity, professional ethics, and scholarly responsibility.

Section 3.3.4 – Research, Scholarship, and Knowledge Production

Primary Functions:
a) **Promotion of Scholarly Activity**
   To encourage research, creative scholarship, and applied inquiry consistent with the institution's mission.
b) **Ethical Research Practices**
   To ensure compliance with ethical standards, including research integrity, participant protection, and responsible dissemination.
c) **Community-Engaged and Applied Research**
   To support research initiatives that contribute to social justice, community development, innovation, and public good.

Section 3.3.5 – Academic Integrity and Student Conduct

Primary Functions:
a) **Academic Integrity Framework**
   To maintain clear policies addressing plagiarism, academic honesty, authorship, and ethical scholarship.
b) **Student Rights and Responsibilities**
   To protect student rights while clearly articulating expectations for academic and professional conduct.
c) **Fair and Transparent Adjudication**
   To implement equitable procedures for addressing academic misconduct and student grievances.

Section 3.3.6 – Program Review and Continuous Improvement

Primary Functions:

a) **Systematic Program Evaluation**
    To conduct regular program reviews using qualitative and quantitative data, including student outcomes and stakeholder feedback.
b) **Continuous Quality Improvement**
    To use assessment results to improve curricula, teaching methods, student support services, and institutional effectiveness.
c) **External Benchmarking and Accountability**
    To benchmark programs against peer institutions, accreditation standards, and industry expectations.

Section 3.3.7 – Learning Resources and Academic Support

Primary Functions:
a) **Academic Support Services**
    To provide tutoring, writing support, library resources, and advising that enhance student success.
b) **Learning Technologies and Infrastructure**
    To maintain appropriate instructional technologies, digital platforms, and learning management systems.
c) **Student Retention and Completion Support**
    To implement strategies that support persistence, progression, and timely completion of academic programs.

Section 3.3.8 – Institutional Accountability and Compliance

Primary Functions:
a) **Regulatory and Accreditation Compliance**
    To ensure adherence to all applicable legal, regulatory, and accreditation requirements.
b) **Data Integrity and Reporting**
    To maintain accurate academic records, reporting systems, and institutional data governance.
c) **Transparency and Public Accountability**
    To communicate academic policies, outcomes, and institutional performance clearly to stakeholders.

ARTICLE IV: FACULTY GOVERNANCE

Section 4.1 - Faculty Categories

Section 4.1.1 - Tenure-Track Faculty

Full-time faculty eligible for tenure consideration after six years of service.

Section 4.1.2 - Clinical Faculty

Practitioners with professional expertise in specialized fields.

Section 4.1.3 - Adjunct Faculty

Part-time faculty contributing specialized knowledge and skills.

Section 4.1.4 - Visiting Faculty

Temporary appointments for specific periods or projects.

Section 4.2 - Faculty Rights and Responsibilities

Section 4.2.1 - Academic Freedom

Faculty shall have the right to free inquiry, research, teaching, and publication within their areas of competence.

Section 4.2.2 - Professional Development

The University commits to supporting faculty professional growth through sabbaticals, research funding, and conference participation.

Section 4.2.3 - Shared Governance

Faculty shall participate in institutional decision-making through committees and the Academic Senate.

Section 4.3 - Tenure and Promotion

Section 4.3.1 - Criteria

Evaluation based on teaching excellence, scholarly research, and community service, with emphasis on culturally relevant pedagogy and social justice scholarship.

Section 4.3.2 - Process

Comprehensive review by departmental, college, and university-level committees following established timelines and procedures.

ARTICLE V: STUDENT GOVERNANCE AND RIGHTS

Section 5.1 - Student Government

Section 5.1.1 - Student Government Association

Elected body representing all enrolled students in university governance.

Section 5.1.2 - Student Representatives

Students shall have voting representation on key university committees and the Board of Regents.

Section 5.2 - Student Rights

Section 5.2.1 - Academic Rights

    a) Right to quality education
    b) Freedom from discrimination
    c) Due process in academic matters
    d) Access to academic support services

Section 5.2.2 - Campus Life Rights

    a) Freedom of expression and assembly
    b) Right to organize student groups
    c) Safe and inclusive campus environment
    d) Confidentiality of educational records

Section 5.3 - Student Responsibilities

Section 5.3.1 - Academic Integrity

Students must maintain the highest standards of academic honesty and integrity.

Section 5.3.2 - Community Standards

Students are expected to contribute positively to the university community and uphold its values.

ARTICLE VI: EXTERNAL RELATIONSHIPS & ADVISORY BODIES

Section 6.1 – External Relationships & Advisory Bodies

Section 6.1.1 Purpose and Rationale

JIU maintains strategic external relationships and advisory bodies to ensure that its academic programs, research initiatives, and community engagement activities remain relevant, ethical, responsive, and globally informed. These relationships support the University's mission to advance education, liberation, civic responsibility, and social justice across national and intercontinental contexts.

External advisory bodies serve as mechanisms for **shared governance**, **accountability**, **continuous improvement**, and **public trust**, consistent with accreditation standards that require meaningful stakeholder involvement in institutional planning and evaluation.

Section 6.1.2 Types of External Relationships

JIU's external relationships are structured across the following categories:

a. Academic and Educational Partnerships

a) Accredited universities and colleges (domestic and international)
b) Research institutes and academic consortia
c) Language, cultural, and theological education partners
d) **Purpose:**
   i) Joint research and publications
   ii) Faculty exchange and professional development
   iii) Credit transfer and articulation agreements
   iv) Curriculum benchmarking and quality assurance
e) **Accreditation Alignment:**
   i) MSCHE Standard III (Design and Delivery of the Student Learning Experience)
   ii) HLC Core Component 3
   iii) INQAAHE Guidelines of Good Practice

b. Community, Civic, and Social Justice Organizations

a) National and international NGOs
b) Community development and advocacy organizations
c) Faith-based and cultural institutions
d) **Purpose:**
   i) Service-learning and experiential education
   ii) Community-based research
   iii) Civic engagement and leadership development
   iv) Social equity and justice initiatives
e) **Accreditation Alignment:**
   i) MSCHE Standard I (Mission and Goals)
   ii) HLC Core Component 1.C
   iii) UNESCO Education for Sustainable Development Framework

c. Professional, Workforce, and Industry Partnerships

a) Workforce development organizations
b) Cooperative enterprises and social enterprises
c) Professional associations and certification bodies
d) **Purpose:**
   i) Alignment of academic programs with workforce needs
   ii) Internship, practicum, and apprenticeship opportunities
   iii) Career pathways and professional credentialing
e) **Accreditation Alignment:**
   i) MSCHE Standard IV (Support of the Student Experience)
   ii) SACSCOC Standard 8 (Student Achievement)

d. Governmental and Intergovernmental Engagement

a) Municipal, regional, and national agencies
b) Intergovernmental organizations aligned with education and development
c) **Purpose:**
   i) Policy-informed curriculum development
   ii) Compliance with regulatory expectations
   iii) Participation in public education and development initiatives
d) **Accreditation Alignment:**
   i) MSCHE Standard II (Ethics and Integrity)
   ii) HLC Core Component 2

Section 6.1.3 Advisory Bodies Structure

a. University Advisory Council (UAC)

The University Advisory Council is composed of external experts and community representatives who provide strategic, non-fiduciary guidance to the Board of Regents and senior leadership.
   i) **Key Functions:**
      01. Advise on long-term strategic planning
      02. Review institutional effectiveness and impact
      03. Provide external perspectives on academic quality and relevance

b. Faculty-Level Advisory Boards

Each Faculty or School within JIU maintains an external advisory board composed of subject-matter experts, practitioners, and community leaders.

    i) **Key Functions:**
- 01. Review curriculum relevance and rigor
- 02. Advise on emerging trends and disciplinary standards
- 03. Support accreditation and program review processes

c. Community & Intercontinental Advisory Forum

This forum brings together representatives from diaspora communities, international partners, and civic organizations.

    i) **Key Functions:**
- 01. Ensure cultural and contextual responsiveness
- 02. Advise on global engagement strategies
- 03. Support ethical community partnerships

Section 6.1.4 Roles, Authority, and Boundaries

All external advisory bodies at JIU operate under clearly defined charters that:
- a) Preserve **institutional autonomy**
- b) Protect **academic freedom**
- c) Maintain **fiduciary authority solely with the Board of Regents**
- d) Define advisory (non-governing) roles

Section 6.1.5 Assessment and Continuous Improvement

- a) JIU regularly evaluates the effectiveness of its external relationships and advisory bodies through:
    - i) Annual reviews and feedback reports
    - ii) Alignment with institutional goals and outcomes
    - iii) Documentation of impact on curriculum, student success, and community engagement
- b) Findings inform strategic planning, program revision, and accreditation reporting.
- c) **Accreditation Alignment:**
    - i) MSCHE Standard VI (Planning, Resources, and Institutional Improvement)
    - ii) HLC Core Component 4 (Continuous Improvement)

Section 6.1.6 Ethical Standards and Transparency

- a) All external relationships and advisory activities adhere to JIU's policies on:
    - i) Conflict of interest
    - ii) Ethical engagement and reciprocity
    - iii) Transparency and accountability
- b) These policies ensure that partnerships serve the educational mission of JIU and the public good.

Section 6.1.7 Summary Statement

Through intentional, structured, and ethically governed external relationships and advisory bodies, Juneteenth Intercontinental University demonstrates its commitment to **academic excellence**, **community accountability**, **global engagement**, and **continuous improvement**, meeting and exceeding accreditation expectations for governance and institutional integrity.

ARTICLE VII: ADMISSION AND ACADEMIC POLICIES

Section 7.1 - Admission Principles

Section 7.1.1 - Holistic Review

Admissions decisions based on comprehensive evaluation including academic preparation, life experiences, and commitment to social justice.

Section 7.1.2 - Access and Equity

Special consideration for first-generation college students, underrepresented minorities, and economically disadvantaged applicants.

Section 7.2 - Academic Policies

Section 7.2.1 - Degree Requirements

All degree programs must include courses on social justice, cultural competency, and community engagement.

Section 7.2.2 - Assessment

Student learning outcomes aligned with university mission and values.

Section 7.2.3 - Academic Support

Comprehensive support services including tutoring, mentoring, and counseling.

ARTICLE VIII: FINANCIAL GOVERNANCE

Section 8.1 - Budget Process

Section 8.1.1 - Annual Budget

The President shall present an annual budget to the Board of Trustees for approval by June 30 of each year.

Section 8.1.2 - Financial Oversight

The Board Finance Committee shall oversee financial operations and ensure fiscal responsibility.

Section 8.2 - Funding Sources

Section 8.2.1 - Diversified Revenue

The University shall pursue diversified funding through tuition, grants, donations, and social enterprises.

Section 8.2.2 - Microfinance Initiative

The University shall establish and maintain a microfinance institution to support community development.

Section 8.3 - Financial Aid

Section 8.3.1 - Need-Based Aid

Priority given to students with demonstrated financial need, particularly from underrepresented communities.

Section 8.3.2 - Merit Scholarships

Recognition of academic excellence and community service commitment.

ARTICLE IX: RESEARCH AND SCHOLARSHIP

Section 9.1 - Research Mission

Research activities shall focus on addressing social inequities and advancing knowledge in areas relevant to marginalized communities.

Section 9.2 - Research Ethics

Section 9.2.1 - Institutional Review Board

All research involving human subjects must receive IRB approval.

Section 9.2.2 - Community-Based Participatory Research

Emphasis on research conducted with, not on, community partners.

Section 9.3 - Intellectual Property

Section 9.3.1 - Community Benefit

Research outcomes should benefit the communities that participate in or inspire the research.

Section 9.3.2 - Open Access

Commitment to open access publication and knowledge sharing.

ARTICLE X: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Section 10.1 - Community Partnership Principles

Section 10.1.1 - Mutual Benefit

Partnerships must provide reciprocal value to both the University and community partners.

Section 10.1.2 - Cultural Responsiveness

All community engagement must be culturally appropriate and respectful.

Section 10.2 - Service Learning

Section 10.2.1 - Curriculum Integration

All degree programs must include service-learning components.

Section 10.2.2 - Community Impact

Service learning projects must address real community needs and challenges.

Section 10.3 - Strategic Partnerships

Section 10.3.1 - Corporate Partnerships

Partnerships with organizations that align with university values and mission.

Section 10.3.2 - International Collaborations

Engagement with global institutions focusing on social justice and equity.

ARTICLE XI: DIVERSITY, EQUITY, AND INCLUSION

Section 11.1 - Institutional Commitment

The University is committed to creating and maintaining an inclusive environment that values diversity in all its forms.

Section 11.2 - Diversity Goals

Section 11.2.1 - Representation

Strive for diverse representation among students, faculty, and staff that reflects the communities we serve.

Section 11.2.2 - Inclusive Excellence

Integration of diversity and inclusion into all aspects of university operations.

Section 11.3 - Anti-Discrimination Policy

The University prohibits discrimination based on race, ethnicity, gender, sexual orientation, religion, disability, age, or socioeconomic status.

ARTICLE XII: QUALITY ASSURANCE AND ASSESSMENT

Section 12.1 - Key Performance Parameters

The University shall regularly assess performance using the following metrics:

Section 12.1.1 - Retention Rate

Measure of student persistence and engagement in academic programs.

Section 12.1.2 - Graduation Rate

Tracking successful program completion across all student populations.

Section 12.1.3 - Learning Outcomes

Assessment of student achievement of program-specific and institutional learning goals.

Section 12.1.4 - Student and Industry Satisfaction

Regular evaluation of stakeholder experiences and program effectiveness.

Section 12.2 - Continuous Improvement

Section 12.2.1 - Data-Driven Decisions

Use assessment data to inform policy and program improvements.

Section 12.2.2 - External Review

Regular external evaluation of academic programs and institutional effectiveness.

ARTICLE XIII: AMENDMENT PROCEDURES

Section 13.1 - Chart Amendments

Section 13.1.1 - Proposal Process

Chart amendments may be proposed by the Board of Regents, President, Academic Senate, or petition of 10% of full-time faculty.

Section 13.1.2 - Review and Approval

Amendments require review by relevant constituencies and approval by two-thirds vote of the Board of Regents.

Section 13.2 - Policy Development

Section 13.2.1 - Stakeholder Input

All major policy changes must include input from affected stakeholders.

Section 13.2.2 - Implementation

New policies require appropriate training and communication before implementation.

ARTICLE XIV: CORE VALUES INTEGRATION

Section 14.1 - Excellence

The search for excellence is the hallmark of all university endeavors, from academic programs to student services to community engagement.

Section 14.2 - Learning

Student learning and satisfaction are the primary measures of institutional success, informing all policy and practice decisions.

Section 14.3 - Scholarly Research

The University engages in reflective practice through the scholarship of discovery and the scholarship of teaching, with emphasis on research that benefits marginalized communities.

Section 14.4 - Free Exchange of Ideas

A respectful climate for open discourse promotes innovation, discovery, and social responsibility across all university activities.

Section 14.5 - Openness and Flexibility

Reducing barriers to education enhances access and social equity, guiding admissions, financial aid, and program delivery decisions.

Section 14.6 - Diversity and Inclusiveness

Diversity and inclusiveness enhance the quality of both learning and the workplace, requiring intentional effort in recruitment, retention, and climate initiatives.

Section 14.7 - Employee Value

The commitment, innovation, creativity, and continuous learning of every employee contribute to institutional success, warranting investment in professional development and workplace satisfaction.

Section 14.8 - Accountability

The University is accountable to students, employees, and the public, requiring transparent reporting and responsive governance.

Section 14.9 - Truth

Commitment to transparency, authenticity, and integrity in all communications and interactions, recognizing that "The truth is sincere, it is honest, it is hard, it is sharp, it is uncomfortable but it always leaves the conscience calm and the heart happy." — Ortego (2017)

ARTICLE XV: EFFECTIVE DATE AND TRANSITIONAL PROVISIONS

Section 15.1 - Effective Date

These bylaws shall become effective upon approval by the founding Board of Trustees and shall supersede any previously adopted bylaws.

Section 15.2 - Transitional Provisions

During the initial establishment period, the Board may adopt temporary policies necessary for university operations, subject to review and formal adoption within two years.

Section 15.3 - Review Schedule

These bylaws shall be comprehensively reviewed every five years to ensure continued relevance and effectiveness.

Adopted: January 12, 2024
Last Revised: January 15, 2026

Board of Regents Certification:
These bylaws have been duly adopted by the Board of Trustees of Juneteenth Intercontinental University in accordance with applicable laws and regulations governing higher education institutions.

Signature: __*RJoshuaCesaire*__
Chair, Board of Trustees

Date: ____January 15, 2026_____