

Provost-gram

AN UPDATE FROM INTERIM PROVOST JAMES NEWELL

provost-gram [pruh-voost-gram] —noun 1: the vehicle by which the Provost of Rowan University communicates noteworthy happenings within our vast learning community.

A Message from Interim Provost James Newell

I wanted to take this opportunity to welcome everyone back. Our semester began with flooding, an earthquake, and then a hurricane that resulted in our taking in over 1,100 refugees for two nights. Administrators, faculty, staff, and students responded and came in during the hurricane to improve the situation for those who had nowhere else to turn. I have never been more proud of our university.

Now, we enter the semester with many things to do. The Medical School comes live next September, general education reform works its way through our curriculum processes, task forces will plan for the

reorganization of four colleges, the search for our next president is well under way, and more than 12,000 students will walk through our doors.

There is a lot on our plate at once. However, much as we came together in the face of the hurricane, I am confident that we will again come together as a university to move through these transitions and emerge as an ever better place. Our sense of community and connectedness — to the students, to each other, and to the university — differentiates Rowan from so many other universities and will be our strength again as we face whatever challenges the future may bring.

Admissions and Strategic Enrollment Management Update

After recruiting a very strong fall 2011 class of freshmen and transfers, the Rowan Office of Admissions is already well underway recruiting for 2012. According to Dr. Albert Betts, Director of Admissions Office, daily campus tours were well-attended throughout this summer and the Office of Admissions staff is preparing for another fall season of heavy recruitment travel and on-campus events. The College of Engineering open house will be held Sunday, October 2. Regular open houses will be held October 9, October 23, and November 6. Campus tours will be offered Mondays at 3 p.m., Wednesdays at 1 p.m., and Fridays at 11 am. Tours will also be available on one Saturday each month at 10:30 am and 12 p.m. The Office of Admissions would like to thank everyone across the university for their continued involvement in and support of the many recruitment activities.

We welcome our new Associate Provost for Strategic Enrollment Management, Dr. Jeff Hand, to Rowan University. Dr. Hand was Vice President for Outreach at Penn State, Vice President for Academic Affairs at Post University, and Associate Dean of Goodwin College of Professional Studies at Drexel before

assuming the position at Rowan. He envisions a more comprehensive service to students at Rowan through outreach, admissions, financial aid/scholarship, and retention initiatives. With experiences and marketing techniques from other institutions, Dr. Hand believes a balancing act is critical between addressing our student needs and our institutional capacity. He will examine the trends, demographics, changes in the pools of students and the development of Rowan as a regional university and develop strategies to make Rowan more competitive. He will specifically look at the unique strengths, reputation, and information infrastructure to upgrade the diversity and profiles of our student body. In addition, he will look at global changes and historical development of higher education from letters and journals and expert professors to the world of open access, online learning, and digital pedagogy and their impact on our region. As enrollment drives the entire institutional operation, he works closely with Academic Affairs, Financial Aid, Student Affairs, Information Technology, Institutional Effectiveness, and Public Relations offices.

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Spotlight

Featuring: Medical School and Camden Campus

MEDICAL SCHOOL

The Cooper Medical School of Rowan University (CMSRU) is actively preparing for the August 2012 arrival of the charter class. Having received preliminary accreditation from the Liaison Committee on Medical Education (LCME) in June to become the 135th school in the nation to offer the M.D. degree, CMSRU leadership is focused on implementation of the extensive plans necessary to begin the education of these 50 students.

The Office of Student Affairs and Admissions began receiving electronic applications for admission shortly after CMSRU received approval. The Admissions team is in the midst of the difficult task of reviewing applications and selecting those applicants who will visit us in Camden – interviews will begin in September and continue until March. Seeking to educate students whose experiences and goals resonate with CMSRU's mission, the medical school will look beyond the standard metrics of grade point average (GPA) and Medical College Admission Test (MCAT) scores. The recruitment of faculty for the department of Biomedical Sciences continues; this department has significant responsibility for educating the class in the foundations of the basic sciences and integrating these with the fundamentals of clinical medicine.

Extensive work by the medical school's Academic Affairs group has resulted in an innovative curriculum in which early clinical experiences (typically begun in the third year of the four-year curriculum), the use of "standardized" patients and simulation to

mimic actual clinical encounters, and a four-year, student-run ambulatory clinic are highlights. Spanning four years, the Scholar's Workshop is a signature course for CMSRU, developed to hone critical thinking skills and proficiency with information and systems— skills essential for successful physicians in the twenty-first century.

Finally, the construction of the new 200,000 sq. ft. Medical Education Building, located in Camden adjacent to the Cooper Health System, is progressing on schedule to be completed in time for the arrival of the charter class. This unique facility has been designed to support the novel curriculum and the "high-technology, high touch" educational modalities that will be employed.

CAMDEN CAMPUS

The Camden campus of Rowan University has experienced tremendous growth in student enrollment and course offerings. Over 800 students are currently enrolled in undergraduate and graduate courses at Camden. This increase was catalyzed by the addition of new undergraduate course offerings and several new academic programs such as the English as a Second Language (ESL) Certificate of Graduate Study (COGS), the Ed. D in Educational Leadership, and the dual credit for high school students program. For over 40 years, Rowan at Camden has coordinated an intensive ESL program, which prepares individuals to become certified teachers of English as a Second Language in K-12, adult, and community settings. Although the program, offered by the Department of Teacher Education, has been in



DR. KIMBERLY WHITEHEAD IS THE NEW DIRECTOR OF ACADEMIC SERVICES AT THE CAMDEN CAMPUS.

existence at the Glassboro campus for many years, the program was recently revised to support current, research-based trends in the field and to meet accreditation standards. It was also moved to the Camden campus to encourage a stronger partnership between the ESL COGS and the university's English Language Programs for matriculated and non-matriculated undergraduate English Language Learners and international students. The program has grown to 37 students since January 2010.

The Camden campus welcomes Dr. Kimberly Whitehead as the new director of academic services. Dr. Whitehead began her academic career at Shaw University in Raleigh, North Carolina, where she served as the founding director of the Honors Program and assistant professor of biology. She also served as a lead instructor for and was instrumental in re-designing the Freshman Studies Program. Dr. Whitehead then became the special assistant to the Provost at Bowie State University. In that capacity, she served as the representative of the Provost, coordinated the Freshman Seminar course and related first-year activities, served as the Academic Affairs liaison, and supervised and coordinated retention-focused units. While at Bowie she received funding from the Maryland Higher Education Commission to provide 1st year student services and developed with the Provost a pilot college access program. Bringing over ten years' academic affairs experience, Dr. Whitehead will serve as an integral part of the administrative team in Camden.



AN ARTIST'S RENDERING OF THE NEW COOPER MEDICAL SCHOOL OF ROWAN UNIVERSITY.

General Education Tactical Team Update

The General Education Tactical Team has continued to work over the summer on development of the core literacies model. Six literacies were outlined in the spring and refined based on faculty and student input at the open forums and through email: Artistic, Communicative, Community, Contextual, Mathematical and Scientific. Six subcommittees were set up to work over the summer to further define each literacy. These were made up of faculty volunteers facilitated by two to three members of the General Education Team. The subcommittees met in May, June, and July. Each worked with a common template devised by the team to develop learning goals within four areas reflecting skills and content; concepts and theories; values and dispositions; and applications and experiences. Subcommittees also composed an overall definition for each literacy to capture its focus.

After the subcommittees finished their work, the team reviewed and discussed each literacy and asked for revision or clarification as needed from the subcommittees. Student input on

the literacies was gathered at the summer retreat of the SGA Executive Board. Students looked at the learning goals without the names and from them derived what they felt were the key themes of each literacy. Students also provided comments on the definitions. From this intensive review process, we arrived at the current definitions and goals. The current draft of the six core literacies, along with the minutes of the team's summer meetings (including names of subcommittee volunteers) and the student comments, are available on the Faculty Center website under "Campus Initiatives" www.rowan.edu/provost/facultycenter/campus_initiatives/.

There will be multiple opportunities for the campus community to review, discuss, and comment on the core literacies. Open forums as well as electronic discussions are taking place. The goals of the team for the academic year include submission of two curriculum proposals to the University Senate for approval of the conceptual model and curricular model; preliminary assessment of the existing curriculum; and development of pilot courses to be offered in Fall 2012.

MEMBERS OF THE GENERAL EDUCATION TACTICAL TEAM

JANET MOORE LINDMAN, *History and Assistant Dean for Assessment and Planning, CLAS, co-chair*

ROBERTA HARVEY, *Interim Associate Provost for Academic Affairs, co-chair*

ERIN HERBERG, *Writing Arts, First-Year Writing Coordinator, and University Senate Curriculum Chair, co-chair*

BRYAN APPLEBY-WINEBERG, *Music*

DAVID KLASSEN, *Physics/Astronomy*

MIRA LALOVIC-HAND, *Office of Institutional Effectiveness, Research, and Planning*

RORY O'BRIEN MCELWEE, *Psychology and Director of Academic Transition Programs*

CINDY VITTO, *English and Senior Fellow, CLAS*

DARREN NICHOLSON, *Management and Entrepreneurship*

WILL RIDDELL, *Civil and Environmental Engineering*

PETER RATTIGAN, *Health and Exercise Science*

RIHAB EZZAT SAADEDDINE, *graduate student*

JOSEPH PERELLA, *undergraduate student*

GENERAL EDUCATION TACTICAL TEAM STRATEGY AND TIMELINE FOR FALL 2011 - SPRING 2012

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Campus review and finalization of core literacy definitions and goals	█								
<i>Quasi-curricular proposal to approve complete conceptual model</i>			█						
Identify existing courses and other learning experiences that meet learning goals			█						
Research assessment methods			█						
Develop assessment model			█						
Design and conduct preliminary assessments based on existing courses					█				
Research curricular models			█						
Develop curricular model			█						
Campus review and finalization of curricular model					█				
<i>Quasi-curricular proposal to approve curricular model</i>					█				
Develop model courses and learning experiences			█						
Short-term course proposals to approve new courses for fall piloting					█				

Lightning Round

Featuring: Highlights from Rowan University's Academic Colleges

Our Colleges have been engaged in many inspiring endeavors in recent months. Below are selected highlights. Follow the links to the College newsletters or check their websites for more information.

COLLEGE OF LIBERAL ARTS AND SCIENCES

During the last year, one of the main areas of growth in the CLAS was new research – both by faculty and students. Ten LAS faculty published new books in 2011 and 27 received external grants. Close to 250 students and professors presented more than 100 discipline-specific and interdisciplinary research projects during the 14th annual Science, Technology, Engineering and Mathematics symposium. The Psychology Department and Psychology Alliance held 37th Annual Psychology Research conference on April 20th where both graduate and undergraduate students presented their research. For the second year in a row, CLAS had the privilege of supporting our faculty's research with Summer Grants. The topics funded through this innovative program ranged from anti-immigration movements in Russia, postmodernism and naturalism in

literature to synthesis of porous carbon films for medical and electronic applications. As a special recognition for the CLAS' outstanding research record came the Faculty Research and Creative Activity Achievement Award in Spring 2011. It went to Physics & Astronomy Professor Hong Ling. A Rowan professor since 1992, Ling's research fields include ultra-cold atomic and molecular physics; laser cooling and trapping; quantum optics; nonlinear optics; and laser physics. His research is jointly funded by the National Science Foundation and the Army Research Office. The other CLAS awardees are Mary Louise Kerwin, Psychology; Kandalam V. Ramanujachary, Chemistry; and Samuel E. Lofland, Jr., Physics & Astronomy. For further information on CLAS activities, please visit www.rowan.edu/colleges/las/publications.



PROFESSOR HONG LING ACCEPTING THE FACULTY RESEARCH AND CREATIVE ACTIVITY ACHIEVEMENT AWARD.

COLLEGE OF FINE AND PERFORMING ARTS

The Atlantic Brass Band, Ensemble-in-Residence at Rowan University, was named National Champions at the 2011 North American Brass Band Association National Championships in Grand Rapids, Michigan. In true David vs. Goliath fashion, Atlantic Brass Band unseated four-time defending

National Champions, The Fountain City Brass Band of Kansas City, Missouri, who were also the 2009 Scottish Open Champions. The 30-piece Atlantic Brass Band is lead by Music Director and Rowan faculty member Salvatore Scarpa and includes Principal Cornet and Rowan trumpet professor Dr. Bryan Appleby-

Wineberg. Additionally, there are six Rowan (GSC) alumni, two current faculty members and four current students in the ensemble. For further information on CFPA activities, please visit www.rowan.edu/colleges/fpa.

COLLEGE OF EDUCATION

The College of Education is nearing the end of the second successful year of a five-year, \$3.2 million grant. The goals of the grant are to develop a teacher residency program and reform pre-baccalaureate programs which will, ultimately, impact both the teaching profession across New Jersey and the quality of education that urban students receive in high-need subject areas. The federal government awarded 28 such grants nationwide. Rowan's award is one component of a five-year, \$10.8 million grant awarded to the Garden State Partnership for Teacher Quality, a collaboration between Rowan, William Paterson and Kean Universities.

The dual-pronged approach of creating a teacher residency program and simultaneously reforming pre-baccalaureate programs will help create a seamless progression from preservice to inservice teaching. Each January for the first four years of the grant, the three participating universities will initiate a small group of new preservice teachers into the residency program, following them in their careers from preservice to tenure. Rowan's first class of five residents began the program in January 2010 and graduated in May 2011, having earned both a masters' degree and dual certification. During their residency, the candidates honed their teaching skills four

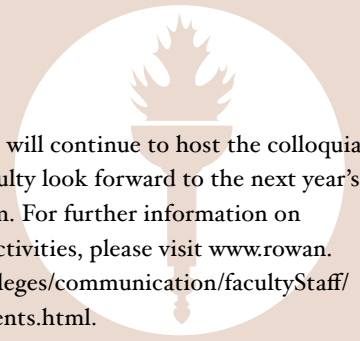
days a week at LEAP Academy Charter School in Camden. All five residents have been hired in high-needs schools for the 2011-2012 academic year. The second Rowan cohort has just begun its yearlong residency. For further information on COE activities, please visit www.rowan.edu/colleges/education/about/publications.html.

COLLEGE OF COMMUNICATION

The College of Communication established a Faculty Research Colloquia series in 2009. In 2010-11, eleven faculty from across the College made presentations attended by an audience of colleagues, students, and guests. The topics addressed many aspects of Communication, including pedagogy,

theory, creative work, and innovative uses of technology. Presenters include Dr. Jeff Maxson, Dr. Joseph Bierman, Dr. Joy Cypher, Prof. Ed Moore, Prof. Ron Block, Prof. Julia MacDonnell Chang, Prof. Lisa Jahn-Clough, Dr. Carl Hausman, Dr. Drew Kopp, Dr. Sanford Tweedie, and Dr. Ed Streb. The

College will continue to host the colloquia, and faculty look forward to the next year's program. For further information on COC activities, please visit www.rowan.edu/colleges/communication/facultyStaff/documents.html.



COLLEGE OF BUSINESS

The Rohrer College of Business (RCOB) continues to enjoy significant demand for all majors at the undergraduate level and sustained interest in its MBA program. The Philadelphia Business Journal reported a nearly 81% increase in MBA enrollment for the College last year. This represents a near doubling of the program over the past two years. The MBA program joined the Philadelphia Area MBA/Graduate Business Consortium, a group of twelve AACSB accredited business schools, which provides networking and professional development opportunities for the MBA students. During the 2010-2011 academic year, a total of forty one projects were completed by graduate and undergraduate students as part of the RCOB project-based learning initiative. Over thirty one small organizations in the South Jersey region were assisted through these projects in which students tackled assignments for businesses and organizations. The RCOB continues to develop its relationship with the SAP University Alliances Program (UAP).

UAP offers custom-tailored courses and projects which develop highly qualified graduates with critical skills. In the past year, additional courses were identified that will include SAP modules that will lead undergraduate students to SAP accomplishment certificates. The Rohrer Student Managed investment Fund with a \$100,000 allocation from the Rohrer Fund was established in spring 2011 to foster active learning in security research, asset valuation, asset allocation and portfolio management. New programs in Supply Chain and Logistical Systems for both undergraduates and graduates have been approved by the Board of Trustees and will



PROFESSOR JIA WANG, ACCOUNTING AND FINANCE, ASSISTS STUDENTS WITH RESEARCH INVESTMENTS.

begin accepting students in Fall 2011. For further information on COB activities, please visit www.rowan.edu/colleges/business/about/publications/rohrerreview.

COLLEGE OF ENGINEERING

When Pamela Kubinski, '09, a chemical engineering student, began her master's research at Rowan University, she also began laying the groundwork toward earning a Ph.D. in biomedical engineering from Drexel University. Thanks to a new partnership the College of Engineering is forging with Drexel University, many Rowan engineering students may someday follow in her footsteps. The College recently inked an agreement enabling electrical and computer engineering students to engage in joint research at Rowan's College of Engineering toward a Drexel Ph.D. — a collaboration

that should be expanded soon to other Rowan engineering disciplines. Dr. Jennifer Vernengo, assistant professor of chemical engineering, considered it great to have an official program where well-qualified students could get their master's degree from Rowan and their Ph.D. from Drexel, working with faculty both at Rowan and Drexel. The partnership between the universities will promote collaborations between the two institutions, with numerous benefits for everyone involved. Drexel can benefit from the high-quality students who have undergraduate experience through our Engineering Clinic program here at

Rowan, and our faculty can benefit from the program because it would allow us to conduct doctoral-level research through Drexel's Ph.D. program. For further information on COE activities, please visit www.rowan.edu/colleges/engineering/newsletter/.

Trendwatch

Featuring: Online Learning and Digital Pedagogy

According to a recent survey by WCET, a technology cooperative in higher education, major state university systems such as Florida, Maryland, Minnesota, Pennsylvania, and Texas have made expanding online learning a priority through face-to-face and online course delivery, career-focused academic offerings, accelerated program formats, and comprehensive support services. More than half the students in many universities take an online or blended class. Many other universities require undergraduates to take 12 credits in alternative learning modes, including online. Some state universities plan to have 25 percent of credits earned online by 2015. Enrollments of community college students in online courses have also grown at a rapid pace, from over 700,000 in 1997-98 to 5 million in 2006-7, with every indication that the numbers will continue to soar. Community colleges reported a 9 percent increase in their distance education enrollments from Fall 2009 to Fall 2010, according to a national survey of two-year institutions released by the Instructional Technology Council, an affiliated council of the American Association of Community Colleges.

Some Ivy League institutions are seeking to become global-network universities, with portal campuses stretching across the world. By freeing a faculty from standing before a class teaching the same course every semester, the new project allows one to spend some time on different locations across the world. Peer-to-peer learning will occur through both traditional late-night study groups and online forums provided by social-networking software. Students get more interaction—face-to-face time with research faculty members. In this way the vision lives up to the principles of good educational practice in a way that befits a global research university, which a for-profit, online diploma mill cannot replace.

The debate continues about online learning

and digital pedagogy (Chronicle of Higher Education, November 5, 2010). Traditionalists scold the newcomers, reject their innovations, and pine for a simpler time. The newcomers argue that the paradigm of lecture, homework, and snapshot-assessment is broken and online learning tools and techniques hold the promise of expanding, improving, and deepening learning for our students. The technology exists and is free and open-source. It is being used regularly

“ BY FREEDING A FACULTY FROM STANDING BEFORE A CLASS TEACHING THE SAME COURSE EVERY SEMESTER, THE NEW PROJECT ALLOWS ONE TO SPEND SOME TIME ON DIFFERENT LOCATIONS ACROSS THE WORLD. ”

by a larger population of students than on any physical campus in the world—and that population is growing several folds a year. The advent of virtual universities represents the latest and most dramatic development in the evolution of what counts for a college education. A large 2010 meta-study by the Department of Education showed that online learning is equal to or slightly better than classroom education.

Ultimately, hard questions about what works, what doesn't, and with which students, and harder questions about pacing, timing, and presentation strategies that maximize learning need to be addressed. The technology is used only as a delivery mechanism. The challenge is how to use the technology to get better results than classroom education, rather than being content with the same results. All education, whether delivered face-to-face or online, should be judged on the basis of educational

“ IN A FORESEEABLE FUTURE, STUDENTS WILL BE LEARNING AT THEIR OWN PACE, WITH ALL RELEVANT DATA BEING COLLECTED ON HOW TO OPTIMIZE THEIR LEARNING AND THE CONTENT ITSELF. ”

results. The characteristics of a good face-to-face course are the same as those of a high-quality online-learning course. Student support, faculty support, reliable

infrastructures, and effective evaluation are all required to ensure a high-quality learning environment whether on or off campus. New forms of quality assurance are needed for all aspects of the educational experience. As we strive to serve the public and our own long-term interest by embracing any mechanism that allows us to spread knowledge, there is yet much to be learned about the effective mix of online and on-ground strategies (Chronicle of Higher Education, *ibid*).

Experts in the field of online learning and digital pedagogy (Chronicle of Higher Education, *ibid*) see four generations of learners, each of which is typically motivated by different appeals and accustomed to communicating through different media. In a foreseeable future, students will be learning at their own pace, with all relevant data being collected on how to optimize their learning and the content itself. Grades and transcripts will be replaced with real-time reports and analytics on what a student actually knows and doesn't know. It frees up faculty members' time for one-on-one or small-group instruction. The role of the teacher will be that of a mentor or coach as opposed to a lecturer, test writer, and grader. Furthermore, the experts agree that advances in technology should continue to close the gap between online and classroom teaching, especially when it comes to enabling more intimate human interactions among instructors and their students (Inside Higher Ed, March 29, 2010). Social media tools—especially synchronous video chat, which provides a preferable option to professors who thrive on face-to-face interaction—have become more sophisticated in recent years. And with the proliferation of social media tools in their lives outside of class, some professors might find it less strange to communicate with students primarily through such channels.

According to Dr. Neil Toporski, Director of Rowan's Instructional Technology Services, online learning is deeply rooted in correspondence and distance education (DE) models. While the term "distance education" was coined from the earliest days of correspondence offerings, it is the evolution in technologies that has changed the nature of DE. Newer technologies have cultivated paradigmatic shifts in education. In the 1990's, distance education attempted to mimic the traditional classroom lecture via the transmission of live or "canned" broadcasts, regardless of the technologies used: satellite, television, film, or radio. These kinds of media predisposed DE to closely adhere to the lecture model, where content was disseminated in about the same time constraints as a traditional class: taught at

“THE CHALLENGE IS NOT HOW TO REPRODUCE THE LECTURE ONLINE, BUT RATHER HOW TO TRANSFORM THE QUINTESSENTIAL EXPERIENCES OF THE TRADITIONAL CLASSROOM INTO SIMILAR AND EVEN BETTER ONLINE LEARNING EXPERIENCES.”

scheduled times throughout the week, almost anywhere but not always anytime. Moreover, the modes of presentation in classic DE seemed to hinder human interactions normally experienced in the traditional classroom, fostering individualized and isolated learning experiences. Online courses are web-based and distributed from a distance, using an assortment of synchronous and asynchronous computer technologies and offered anywhere and anytime. In this way, online learning is different from the classic DE model by encouraging decentralized and collaborative learning environments.

In many ways, online learning strategies are not unlike those used in the traditional classroom. Instructors incorporate interactive

and motivating instruction, pose questions, and employ novel and sometimes unexpected instructional approaches. They keep the class moving, paced, and focused by using diverse presentation methods. They provide the kinds of activities and experiences that allow students to see and experience things from different perspectives. The challenge, according to Dr. Toporski, is not how to reproduce the lecture online, but rather how to transform the quintessential experiences of the traditional classroom into similar and even better online learning experiences. Information Resources Training Services at Rowan provides a variety of opportunities for Rowan faculty, staff, and administrators to develop their use of technology in and out of the classroom. Customized training for entire departments is also being offered. For further information, please visit the IR Online Training Center at www.rowan.edu/irtraining or contact Susan O'Rourke, 856-256-4481, orourke@rowan.edu.

PROVOST-GRAM CREDITS

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