

pro-vost-gram [proh-vohtst-gram] --noun 1 : the vehicle by which the Provost of Rowan University communicates noteworthy happenings within our vast learning community.



Provost-gram

AN UPDATE FROM PROVOST ALI A. HOUSHMAND

A Beacon of Focus at the Center of Stormy Change

To say that we are in a time of change seems not only an obvious statement but tantamount to a cliché. But change is not such a simple thing. Change takes many forms, has many kinds of impacts and consequences, and invites an array of possible responses. We should take it seriously. Let's first consider the forms of change we are undergoing now. As a public institution of higher education, we are experiencing significant changes in terms of the ways in which our work is defined and funded. The idea that higher education is an individual right and a social benefit is being replaced by the idea that it is a credential and a commodity. We are experiencing unprecedented competition from a rapidly growing for-profit higher education sector that is very successfully exploiting this shift. Convenience and low cost, often in the form of online delivery, have become expected features of education. Because of this competition and also because of the continued decline of the fiscal health of the state of New Jersey, we are under pressure to dramatically reduce costs without raising tuition. At the same time, we must continue to deliver a high-quality education, and we must provide data to prove we are doing so. And of course, more locally, we have undertaken an enormous step as an institution by founding a new medical school. We are just beginning to realize the changes this brings for us.

Changes of this magnitude and variety are extraordinary. None are completely new; in many ways, we have been in a gradual process of evolution. But we are reaching a tipping point where these changes are beginning to escalate and overcome more conservative forces that kept the pace of change in check. Most of the changes we have experienced have been incremental changes, changes in *degree*; we have reduced, refined, expanded, and improved, but largely continued to do the same things in the same way. We are now being compelled to consider structural changes, changes in *kind*.

Let's next attempt to foresee the potential impacts and consequences of change. We can get an idea of this by looking around at other institutions. One harbinger of change we should heed is Kean University. Kean has received much attention in the national higher ed community because of the changes brought about by its president, Dr. Dawood Farahi. As reported in *The Chronicle of Higher Education* (November 7, 2010), President Farahi made a number of moves, including mandating that faculty be on campus four days per week, requiring them to keep a

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specified number of office hours at specified times, offering classes on Saturdays, and dissolving the academic departments and replacing them with schools headed by administrators. President Farahi is also refiguring the traditional balance among teaching, research, and service roles. Most profoundly, President Farahi instituted these changes, allegedly, without the participation and agreement of the faculty Senate or union. What we should observe here is the *nature* of these changes: changes in working conditions, changes in organizational structure, and changes in governance and decision-making authority. These changes may appall us, but they are happening as external stakeholders bring pressure for greater productivity.

Finally, then, let's reflect on how we might respond to these changes. We can wait out the financial crisis. We can hope that a miraculous financial recovery will occur, accompanied by a dramatic shift in political disposition, leading to a new era of fiscal generosity in support of higher ed. We can wage a war of reason. We can hope that our arguments are so rational and so compelling that we are given complete autonomy and authority over our affairs. We can focus on our daily routines and isolate ourselves from what is going on around us. We can hope that these changes are idiosyncratic and won't happen to us. Or we can simply wait and see what, if anything, actually does happen. We can hope that nothing will.

But none of these would be wise responses. All of them are based on hopes that we must admit are unfounded. We might want to believe in them, but it would be a mistake to do so. We need to understand the change that is occurring, anticipate the possible outcomes, and choose responses that allow us to control them. We should clearly identify what matters to us—the values we must preserve and the structures and practices that are necessary to preserve them. And then we should honestly and openly evaluate the options that would allow us to do so in the face of these impending changes. Much of what is driving change is, frankly, beyond our control, but our responses are always under our control. As we navigate this year and beyond, I ask that you work with your leaders at all levels to be proactive and positive and keep Rowan University true.



One on One

Featuring: Dr. Paul Katz, Founding Dean, Cooper Medical School of Rowan University

The Cooper Medical School of Rowan University (CMSRU) wasn't something we planned for or perhaps even dreamed of, but if any of us thought we could pretend it didn't happen and go on with our lives, we have learned otherwise in the ensuing months. The medical school will clearly transform Rowan University, much as the College of Engineering (COE) did almost 15 years ago. The curriculum, faculty, and facilities of the COE were designed and built from the ground up. The COE responded to the need for a new kind of engineering education that promoted mastery of not only technical and mathematical skills but also problem-solving, communication, teamwork, and multidisciplinary learning. Energetic and innovative leaders were brought in to realize the vision of a cutting-edge program producing talented and skilled graduates to serve the needs of the regional community. In the process, the College of Engineering contributed to a rapid expansion of the scope of the University's mission and the scale of its institutional profile.

We now have entered another period of transformation and one with many parallels. The medical school similarly aims to be a ground-breaking endeavor. This opportunity to do things differ-

ently drew Dr. Paul Katz to helm the CMSRU as its founding dean. He comes to us from his position as founding Vice Dean of The Commonwealth Medical College in Scranton, Pennsylvania. Dr. Katz recently shared some thoughts on what the transformation might mean for us and how we can best work together to chart a successful and mutually beneficial future.

One reason why the medical school will change us is its sheer size, which will add 20-30 basic sciences faculty and about 400 clinical faculty to our ranks. As Dr. Katz points out, forming professional relationships among the faculty and making sure that the clinical faculty (who will not be members of AFT nor directly represented in the University Senate) are not disenfranchised will be vital. Despite its size, the geographical distance of the medical school from the main campus means that a conscious effort is necessary to build these relationships. Dr. Katz has been cultivating a presence on the main campus by having an office in Bole, attending meetings with deans and department chairs, and addressing the University Senate. A series of research symposia has been going on with Rowan and Cooper faculty presenting at both sites.

Engaging the Rowan University faculty in the development and implementation of the curriculum and research agenda is another focal point. Besides contributing directly through the committees working on elements necessary for preliminary accreditation, Rowan faculty have proposed numerous ideas for future partnerships and programs. The challenge, Dr. Katz observes, is to avoid being either “too aspirational or under-aspirational.” A balance has to be struck between encouraging as much creativity as possible while making good choices: some ideas are “good ideas, but not for right now, while others might never be good ideas for us.” Often, medical schools are founded as a means to escalate an institution’s research agenda. This was not our motive. Clearly, however, we will need to think carefully about our research mission. Regarding the role of research, Dr. Katz says that “we don’t want to go broke pursuing a research agenda that isn’t feasible,” but rather we should “build on the strengths that are here.” He repeats a sentiment that he emphasized when he was interviewing: “we’re not going to be Penn,” nor attempt to compete with any of the other research-heavy medical schools in the area. Our goal will be to excel at a few things that are unique to our program.

One looming question about the CMSRU research agenda concerns its potential impact on the Rowan mission of engaging undergraduate students in research opportunities. Dr. Katz asserts that the last thing he would want to see is any threat to this mission. Besides the fact that under-

graduate research embodies the same values of active, student-centered learning that will be infused into the medical school curriculum, there are more direct benefits. The medical school applicant of today must come with more than the high GPA and MCAT scores that were sufficient in “the old days”; they are also expected to bring a portfolio of research experiences, service, and clinical shadowing. Dr. Katz envisions a direct pipeline for Rowan students to enter the medical school after three years, an opportunity for which they will be well prepared by our programs.

There is unknown and possibly difficult territory ahead of us, to be sure. There is no gainsaying the fact that medical schools are costly and, Dr. Katz points out, cannot be heavily tuition dependent. As with students in general, there are concerns in the medical school community about saddling students with staggering debts, accompanied by great reluctance about implementing cost-saving strategies such as increasing class sizes. On the other hand, medical schools can offer revenue-generating opportunities if we direct our efforts strategically and effectively and develop ventures that support our mission. Most importantly, Dr. Katz firmly believes that “there is no great medical school that is associated with a non-great college or university.” We must build authentic partnerships and alliances that move us forward together on a shared path to excellence.

SEARCH UPDATES

ASSOCIATE PROVOST FOR ENROLLMENT MANAGEMENT

Dr. James Newell is chairing this search committee, which also includes Dr. Sanford Tweedie and Dr. Steven Chin, co-chairs of the Strategic Enrollment Management Task Force and representatives of other campus constituencies.

DEAN OF THE COLLEGE OF ENGINEERING

Dr. Parviz Ansari, Dean of the College of Liberal Arts and Sciences, is chairing this search committee, which is comprised of eleven members of the College of Engineering. Dr. Steven Chin is serving as Acting Dean.

COOPER MEDICAL SCHOOL OF ROWAN UNIVERSITY LEADERSHIP TEAM

The search committee for the Chair of Biomedical Sciences is completing the interview process. Several positions have been filled, including Dr. Paul Katz as Founding Dean; Dr. Annette Reboli as Vice Founding Dean; Dr. John McGeehan as Associate Dean of Student Affairs; Dr. Jocelyn Mitchell-Williams, Associate Dean of Multicultural and Community Affairs; and Patricia Vanston, Associate Dean for Program and Business Development.

ADMISSIONS UPDATE

AFTER A VERY SUCCESSFUL 2010 ADMISSIONS YEAR, THE ROWAN OFFICE OF ADMISSIONS IS ALREADY WELL UNDERWAY RECRUITING FOR 2011.

Summer daily campus tours were extremely well-attended despite the searing heat, and the College of Engineering open house held September 25 enjoyed its largest attendance ever. Fall regular open houses were held October 10, October 24, and November 7. Campus tours are offered Mondays at 3:00 pm, Wednesdays at 1:00 pm, and Fridays at 11:00 am. Tours are also available on one Saturday each month at 10:30 am and 12:00 pm. The Office of Admissions would like to thank everyone in the university community for their involvement in and support of our many recruitment activities.



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

What's New

Featuring: *The Office of Institutional Effectiveness, Research & Planning*

Rowan University's 2008 self-study, conducted as the basis for our Middle States accreditation review, concluded that at the level of individuals, departments, units, and divisions, we are committed to quality and improvement through assessment. The self-study also arrived at a pervasive and overarching finding: despite a great deal of assessment activity, our processes are so decentralized and unsystematic as to be unintelligible and sometimes even unknown across campus constituencies. Communication of relevant assessment data was conducted via informal and serendipitous networks, if at all. Assessment activity, while frequent, tended to be episodic and was not necessarily cyclical or recursive. Data were being collected but not consistently shared or used. In response to this problem, the self-study recommended formation of an Office of Institutional Effectiveness, which would "serve the entire campus rather than . . . be housed in one division" and would "be charged to collect current assessment findings, coordinate

assessment efforts across the campus, and communicate both the assessment efforts and the results to the entire institution." Ultimately, it would be "a repository of findings: it would monitor both that the assessment is being done regularly and that those who are making and implementing policy use these assessments" (see *Enacting Change: Challenges and Opportunities*, available www.rowan.edu/president/selfstudy). The Middle States evaluation team echoed this finding in their recommendations with respect to Standard 7, Institutional Effectiveness—"Rowan should formalize meaningful assessment of its institutional effectiveness by establishing a solid administrative framework that is supported by appropriate resources"—and again in their suggestion regarding Standard 14, Assessment of Student Learning—"Consistent with the self-study, the University should consider additional measures to 'institutionalize assessment' . . . [such as] establishing an Office of Institutional Effectiveness"



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

The first annual Law and Justice Day was held on Thursday, October 7, 2010, co-sponsored by Alpha Phi Sigma, the Law and Justice Honor society, and Rowan's Department of Public Safety. This event showcased the opportunities that are available with a degree in Law and Justice Studies and demonstrated the interdisciplinary aspects of the field. Participants included the N.J. State Forest Fire Service, Gloucester County Special Weapons & Tactics Team, Gloucester County Sheriff's Department, Gloucester County Prosecutor's Office, Gloucester County Emerald Society and police departments from New

Jersey and Pennsylvania. Students were able to witness live demonstrations from these groups and interact with the law enforcement officials who carry out these tactics in the real world. The NJSP Pipes and Drums Band and music student Jessica Rose Cohn started the day, followed by Senator Fred Madden, a Rowan alumnus, who provided the opening remarks. A series of demonstrations given by a K-9 unit, SWAT team, bomb unit and forensic unit followed. The daylong event was open to the Rowan and outside community. For further information on CLAS activities, please visit www.rowan.edu/colleges/las/about/



STUDENTS LEARN ABOUT A PROFESSION FROM THOSE WHO LIVE IT AT LAW & JUSTICE DAY.

COLLEGE OF FINE AND PERFORMING ARTS

Students in the College of Fine and Performing Arts are continuing their excellent performance track record. At the recent state-level piano competition of the Music Teachers National Association, Alexei Ivanchenko took first place and Larisa Soboleva took third. Two other students, Petra Persolja and Ana Cristea, also played strong programs,

as noted by the judge. The judge, who teaches at NYU, commended the depth of Rowan's program and the quality of our facilities, most notably the fact that we are an All-Steinway School. For further information on FPA activities, please visit www.rowan.edu/colleges/fpa/index.cfm

COLLEGE OF COMMUNICATION

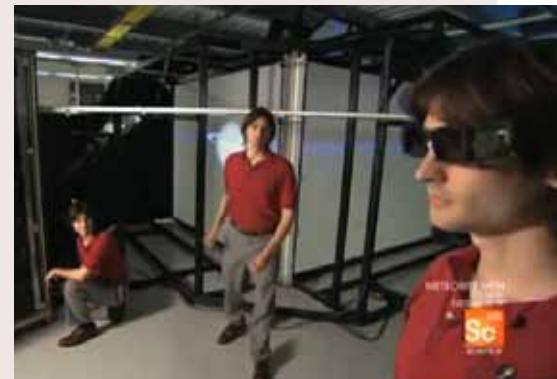
The College of Communication is continuing its popular Colloquia series, which provides a forum for faculty to present research and creative work. While open to all members of the campus community, the Colloquia are particularly beneficial as a way for the diverse departments of the COC to connect and learn about each other's disciplines. This fall, the Colloquia have featured Dr. Joseph Bierman, Radio, TV, and Film ("What The Quiet Man Said"); Dr. Jeffrey Maxson, Writing Arts ("Multi-genre Composition and the Pedagogy of Brokenness"); Dr. Joy Cypher, Communication Studies ("Communicating Normalcy: Bodies as Contested Sites"); Professor Ed Moore, Public Relations/

Advertising ("Balancing Your Communication Ledger: Using Audits to Involve Communities and Build Support for Schools"); Professor Ron Block, Writing Arts (poetry from the collection *Welding Wand*); Professor Julia MacDonnell Chang, Writing Arts (excerpts from *Mimi Malloy by Herself* and "Diana's Dresses"); and Professor Lisa Jahn-Clough, Writing Arts (*Little Dog*, a picture book, and an excerpt from the young-adult novel *Me, Penelope*). For further information on COC activities, please visit www.rowan.edu/colleges/communication/news/

COLLEGE OF ENGINEERING

The College of Engineering continues to garner recognition for its cutting-edge research tool, the CAVE®, or Cave Automated Virtual Environment. Funded by grants from NASA, the U.S. Navy, and the National Science Foundation, the CAVE is a room-sized experimental environment that simulates real-life problem scenarios such as natural disasters, environmental processes, space travel, medical situations, and industrial accidents. The CAVE generates these scenarios via a system of infrared cameras, projectors, and a cluster of computers to produce a three-dimensional and fully immersive space for research. Recently featured on the television series *Sci-Fi Science: Physics of the Impossible*, in an episode entitled "Holodeck" after the virtual reality space on the fictional starship Enterprise, the CAVE is not only a marvel of science and engineering but also directly serves the needs of students and the

community. One research project underway focuses on a Camden neighborhood that is prone to flooding and exposure to raw sewage. In cooperation with community organizations and Camden city government, a Rowan University team has completed a virtual model of the area's geographical and architectural features. This model can now be manipulated, permitting a variety of possible mitigation strategies to be tested. The CAVE, which is housed at the South Jersey Technology Park, is ideally suited for these kinds of research partnerships. The CAVE provides Rowan students with opportunities to work on research problems relating to areas such as space travel and military applications which might not otherwise be available to them. For further information on COE activities, please visit www.rowan.edu/colleges/engineering/newsletter/



IMAGES COURTESY OF SCI-FI SCIENCE: PHYSICS OF THE IMPOSSIBLE

COLLEGE OF BUSINESS

The Department of Management and Entrepreneurship launched a new initiative—the "Venture-Preneur in Residence" Program—in which outstanding entrepreneurs will lend their expertise to Rowan students by lecturing in selected courses, presenting in student forums, leading faculty discussions, and mentoring and advising students around topics of creating new businesses during a week of residency. The initial holder of this position is Dr. Richard Woodward, the CEO and Co-founder of Vascular Magnetics, Inc., a start-up company employing a combination of nanotechnology and magnetism to develop a treatment for peripheral artery disease. He is also the Founder and Principal of The Business/Technology Interface, LLC, a consulting firm providing services to companies in the areas of biotechnology, pharmaceuticals and specialty chemicals. The second holder of the position is Mr. Michael Lucca who has started his term this week.

Mr. Lucca is a Business Development Executive with The Incubation Factory, an investor focused exclusively on technology commercialization. He works with universities and research labs to identify technologies that can form the basis of new start-up companies. Prior to The Incubation Factory, Mr. Lucca was the Vice President of Marketing and Business Development for Velocita Wireless, a digital wireless service provider. He has over 30 years of technology industry experience including both large company and start-up experience. He has held a number of senior management roles in engineering, marketing, business development, alliances and strategy. His background also includes tenures at Hewlett-Packard, Unisys and Bluestone Software. For further information on COB activities, please visit www.rowan.edu/colleges/business/about/publications/robrerreview/index.cfm

COLLEGE OF EDUCATION

Ten Rowan Co-Teach MST students will present at the 8th International Literacy Conference in Guatemala City in February 2011. The conference, which is sponsored by the International Reading Association and attracts between 1,000 and 2,000 attendees from countries in Central America, very rarely features students as presenters. Dr. Midge Madden, chair of the Reading Department and program coordinator of the five-year Collaborative Education Program, along with Dr. Stacey Leftwich, Dr. Valarie Lee, Dr. Jane Sullivan, and Ms. Eileen Stutzbach will accompany the students. Students Sara Alves, Jennifer Cady, Jennifer Campagnola, Lisa Cioffi, Daniel Cohen, Lindsey Giannantonio, Laurel Hartmann, Rebecca Goldberg, Caley Spahn, and Lauren Stevens will present

“Dancing with Texts: Life History Performances Show Complex Interactions Between Life and Cultural Contexts” Interactive and thought-provoking, the workshop opens with a live performance of life histories by the 10 graduate students. Ann Cameron’s novel, *The Most Beautiful Place in the World*, set in Panajachel, Guatemala, will be adapted for the performance. Students will write and perfect their roles and perform in Spanish. They will also visit Mayan and Guatemala City schools, interacting with both students and teachers, and will participate in roundtable discussions with teachers at the Colegio Piramide, a K-12 school in Mixto, Guatemala. Dr. Madden hopes that this experience will benefit her Rowan students as future teachers who will soon face the challenge of bridging cultures



MST STUDENTS: PARTICIPATING IN THE UPCOMING INTERNATIONAL LITERACY CONFERENCE

and building understandings in diverse classroom settings of their own. For further information on COE activities, please visit www.rowan.edu/colleges/education/

Spotlight

Featuring: The Faculty Center for Excellence in Teaching and Learning

The mission for the Faculty Center for Excellence in Teaching and Learning, directed by Dr. Cindi Hasit, is to provide faculty with the necessary support and encouragement to engage in self-directed, collegial inquiry and experimentation regarding strengthening and enhancing teaching and learning at Rowan University. It is a faculty-owned resource that offers professional development opportunities focused on student-centeredness and research-based pedagogical practices. The Faculty Center’s range of services is designed for the induction of new faculty and the ongoing professional development of mid-career and senior faculty. Recognizing the synergy among teaching, scholarship, and service, the Faculty Center endeavors to provide resources and support for faculty in all aspects of their professional life. Specific activities of the Faculty Center have included professional learning communities (new faculty, student ratings, Rowan Seminar), collaborative sessions on tenure/recontracting, promotion, and career development, a writing collaborative, safe zone training sessions, individual workshops on topics related to teaching/learning, and scholarship, new faculty orientation, new faculty research lunches, and a faculty/staff retreat last May focused on affirming our values.

The Faculty Center is striving to become the central location for faculty to obtain information for their professional development.

To that end, the website is being revamped to include links to other offices on campus; website links and documents with resources for improving teaching and learning; a listing of the books in the Faculty Center library, and an area for faculty discussion.



SNAPSHOTS FROM THE 2010 RETREAT “AFFIRMING OUR VALUES: SUCCESS IN OUR CHANGING ENVIRONMENT”

Recently the Faculty Center held a three-session workshop series on service learning. Twenty members of the campus community came together to discuss ways to embed service learning into the curriculum. Faculty who attended the workshops series are eligible to apply for mini-grants for curriculum development that incorporates service learning. Two additional initiatives for this academic year, based on some of the ideas generated at the spring 2010 retreat, are to further develop a mentoring program for pre-tenure faculty and to hold a brown bag series for mid-career faculty on reinvigorating our teaching and being nimble, agile, and flexible in this changing environment. In accordance with our mission the Faculty Center is committed to supporting faculty and facilitating faculty inquiry that enhances our professional lives.

In Spring 2010, the Office of Institutional Effectiveness, Research, and Planning (IERP) became a reality. The IERP office is led by Associate Provost Dr. Mira Lalovic-Hand and now includes the former Institutional Research and Planning office. Dr. Lalovic-Hand is an expert in quality control and improvement and has performed over 150 process and system improvement projects in both service and manufacturing industries. She serves as an evaluator for the Accreditation Board for Engineering and Technology (ABET), which accredits engineering programs. As Associate Vice President for Operations at Post University, she had oversight over the Financial Aid, Bursar, Registrar, and Information Services offices. She and her current staff are highly experienced with the flow and "mining" of data. Housed in what was the Graduate School suite in Memorial Hall, the IERP office is officially within the Academic Affairs Division. However, as the recommendations above recognize, institutional effectiveness encompasses all areas and levels of the institution and campus. An advisory council comprised of representation from all divisions, along with the AFT, University Senate, and Student Government Association, has been formed and will meet before the end of the year to form a strategy. In terms of learning outcomes assessment, the IERP office is working with the College Deans and assessment leaders to



begin the enormous project of documenting assessment processes, activities, evidence, and use of results for each major program. In the time since our self-study, Middle States has elevated its expectations regarding consistency and rigor of assessment processes. We can expect much greater scrutiny during our next review, which will come up sooner because the addition of the Medical School is what Middle States terms a "substantive change," necessitating an additional interim review. The IERP office is up and running as a clearinghouse and official source for all manner of institutional data. Its motto: "We have the information to power tomorrow's decisions." You can expect to see the visibility of this important office increase rapidly as we seek to make informed decisions about the future of the university and how best to optimize our resources and strengths. Take a look at what it has to offer at www.rowan.edu/provost/ierp/.



Trendwatch

Featuring: General Education Reform

At first glance, general education reform is an unlikely candidate for recognition as a new trend. In their introduction to *A Process Approach to General Education Reform*, Susan Gano-Phillips and Robert W. Barnett observe that gen ed reform "has dominated the higher education landscape for at least the past two decades" (p. 7). At Rowan, gen ed reform has become something of a running gag, the punch line being "who *hasn't* served on a gen ed task force?" And yet, this coming spring, Rowan University will undertake gen ed reform again. To signal a break from the past, the new reform effort will be spearheaded by a "tactical team," not a task force. More than just in name, this effort is intended to be different. And it does indeed belong to a new trend in gen ed reform.

CURRICULUM NEWS

The following list spotlights new programs proposed during AY 2009-2010. We have several valuable new programs that respond to specific needs and provide students with experiences that greatly enhance their capacity and qualifications. This information is excerpted or summarized from the original curriculum proposals. All proposals can be found on the University Senate website (www.rowan.edu/president/senate/); click on Curriculum Committee/Curriculum Database.

CONCENTRATION IN NEW MEDIA COMMUNICATION

Advances in media technology have revolutionized the role of practitioners and theorists of communication. News media have gravitated to online, interactive formats; public relations is often transacted among emerging social media; communication scholars examine online interaction as a driving force in all types of communication; radio, television and film have migrated to platforms where editing is performed on computers; and writers of all genres are finding their markets are increasingly interactive. This concentration will allow students who have a particular interest in new media to receive advanced and specialized education for critical analysis, skill development and application.

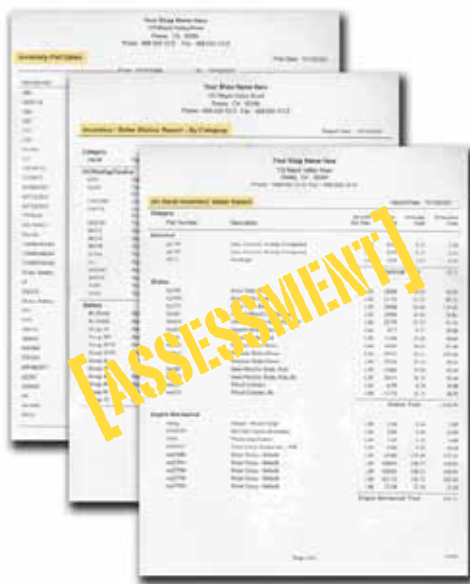
CONCENTRATION IN SYSTEMS ENGINEERING

The vast majority of Rowan students hired by major employers in the region are subsequently trained to become Systems Engineers in the respective companies. Programs currently are offered by Rutgers, Penn, Lehigh, and Stevens. The availability of this concentration at Rowan provides our students with the necessary qualifications to remain competitive as they enter the workforce. This concentration will provide majors in Engineering, Computer Science and Business with the opportunity to learn essential Systems Engineering skills and enable the realization of successful systems in a multi-disciplinary, project-based team environment.

This new trend is being propelled by two intertwined forces of change: the call for education that responds to the needs of the historical moment and the call for accountability. These two forces are converging to drive gen ed reform in new directions.

General education has been in its seemingly perpetual state of reform precisely because it is a product of the historical moment. In *The Marketplace of Ideas: Reform and Resistance in the American University*, Louis Menand traces the evolution of gen ed, which, despite our tendency to view it as traditional and universal, is “a twentieth century phenomenon,” not a “ghost from the past.” Gen ed began as a response to the specialization engendered by the modern research university and its organization around the major. Menand points out there were two different concerns about educating students primarily within one major area of study. One concern was that this was “too narrow and utilitarian,” leading to graduates who lacked a sense of liberal or moral culture to counter the “displacement of religion by science”; the other concern was that this encouraged “devotion to knowledge for its own sake,” leading to graduates who were disconnected from the real world and their responsibilities as citizens within it (pp. 30-32). Thus was born the foundation for what we know as gen ed—the idea of a set of courses designed to provide what the major areas of study did not. Both of these early concepts of gen ed are reflected in current models. Later, the mission of gen ed developed into a response to a sociohistorical context shaped primarily by war, and morphed again in response to the wave of post-war immigration. These latter shifts resulted in gen ed being defined more specifically as the study of western thought and ideals with the goal of establishing a shared culture among graduates (p. 35-41). More recently, gen ed has expanded to accommodate the need for a multicultural perspective. It has also increasingly come to signify a variety of perspectives, skills, and dispositions that are not associated with any particular discipline but are considered desired attributes of any well educated person—critical thinking, communication skills, information literacy, technological competency, and the like. These attributes are emphasized not only as necessary to prepare students for active participation as citizens, but to prepare them to be productive in the workplace. The contemporary gen ed curriculum is being shaped by the demand for graduates with the capacity to function in a globalized information economy where active learning, not static knowledge, is the value that education provides.

At the same time, the call for accountability requires us to redefine general education as a set of observable and documentable outcomes—a demonstrable “value added.” Gen ed has historically been structured as a set of “distribution requirements”: students are required to take a certain number of courses from a defined set of options, usually categorized by the traditional liberal disciplines of math, science, social sciences, literature, and humanities (it remains rare to see gen ed courses in the professional disciplines such as business and engineering, although technological literacy is a rising area). Distribution requirements are intended to provide exposure to the content and methodology of these disciplines. For example, if a student takes a lab science course, the assumption is that he or she gains some understanding of how science operates. The problems with this system are multiple. The number and variety of courses that ostensibly



CURRICULUM NEWS

MINOR IN BUSINESS SPANISH

Interest in Spanish has been rapidly growing not only among North American universities, but also among students who believe that if they were competent in a foreign language, they would be more marketable upon graduation. Specifically, in the past ten years, the field of Spanish for business majors and minors has been growing nationally. Most international and domestic businesses need human resources who have Spanish language skills in their employment. This program will provide students with language instruction in the specific context of business and integrate business education with cultural understanding.

BACHELOR OF SCIENCE IN NURSING

Demand for registered nurses is expected to grow much faster than the average with half a million new jobs expected to result, among the largest number of new jobs for any occupation. Additionally, job openings will result from the need to replace experienced nurses who leave the occupation. Growth will be driven by technological advances in patient care, which permit a greater number of health problems to be treated, and by an increasing emphasis on preventive and ambulatory care. In addition, the number of older people, who are much more likely than younger people to need nursing care, is projected to grow rapidly. This program will offer students in our under-served region the opportunity to acquire this highly marketable degree.

BACHELOR OF SCIENCE IN PLANNING

One of the main avenues of employment for geography undergraduate majors is planning. About a third of our graduates go on to a planning related professional position or planning graduate programs. Planning related jobs have maintained a steady source of employment for our geography graduates and that trend is expected to continue as urban development and environmental issues will increasingly need professional planning and management oversight. Students interested in a career in planning up until now have had a “planning track” option of the geography B.A. However, it has been difficult to promote our planning track to prospective students because a BA in Geography with a planning track is less marketable than a degree with the word “plan-

convey “some understanding of science” is so great that this objective becomes undefinable and unrecognizable. At the same time, pressure to keep the total number of credits required for graduation at a manageable level has diluted gen ed programs to the extent that students are typically required to take, again using the example of science, just one lab science course, which in turn further lowers the expectations for what “some understanding of science” entails. This holds true for all of the gen ed disciplinary categories; there is breadth, certainly, but not depth. Finally, distribution requirements segregate gen ed from the rest of the curriculum. A look at the typical set of advising sheets reveals this separation; gen ed is a separate category and often on a separate page. The gen ed requirement is often viewed by students as something to “get out of the way” before undertaking the real program of study. Advising is often an exercise in strategically crafting a schedule that optimizes the number of curricular requirements met by each course. Students can even take their entire gen ed component at a two-year institution, entirely disconnected from the major course of study they later undertake at a four-year institution. There is no mechanism for integrating gen ed into the major curriculum or even integrating the body of gen ed experiences. Nor is there a mechanism for assessing this loose connection of experiences, nothing that draws it together at the end and attempts to capture what the student has gained from it. Put simply, the distribution requirement cannot make good on its claims, and therein lies the accountability problem. Gen ed doesn’t just need to be reformed. It needs to be *re-formed* entirely: the concept, the delivery, and the outcomes.

Clearly, this will be no small challenge for the new tactical team. First and foremost, a new working definition of the mission of gen ed will need to be developed. Practically speaking, we will have to carefully distinguish the narrow concept of gen ed as the set of courses we are compelled, by the Lampitt Law, to accept from students who have completed an Associate’s Degree at a community college from the broader concept of gen ed as our university-wide learning objectives. What do the graduates of today need, and what does the world need of them? How we will describe our objectives? Then an appropriate curriculum model will need to be identified. What kind of learning experiences will meet our objectives? What structures will best deliver those experiences? What elements of our program, such as Rowan Seminar, should we retain? How do we integrate gen ed into the overall curriculum? How will we build in what is now called the co-curriculum and account for education of the “whole student?” How will we accommodate transfer students, especially in light of the Lampitt Law? The reform process will culminate in a meaningful strategy for assessment. What forms of evidence will we seek? What tools will help us improve? Much is at stake. There are many mistakes and pitfalls to be avoided. Fortunately, there exists a considerable body of literature explaining what they are and describing processes that help to avoid them. Our Middle States evaluation on the general education standard concludes with a statement embodying the caution and optimism of this enterprise:

GENERAL EDUCATION CURRICULA ARE OFTEN A SITE OF STRUGGLE FOR THE VALUES AND GOALS THAT DEFINE AN INSTITUTION. A WELL-CRAFTED AND DISTINCTIVE GE COULD BE THE BEDROCK OF A ROWAN EDUCATION.

The tactical team will be co-chaired by Dr. James Newell, Associate Provost for Academic Affairs, and Dr. Janet Lindman, Curriculum Committee Chair and Department of History, who are joined by Dr. Cindy Vitto, Associate Dean of Liberal Arts and Sciences; Dr. Mira Lalovic-Hand, Associate Provost for Institutional Effectiveness, Research, and Planning; Dr. Roberta Harvey, Provost Fellow; Dr. Bryan Appleby-Wineberg, Department of Music; Dr. Rory McElwee, Coordinator of Rowan Seminar and Department of Psychology; Dr. Jay Chaskes, Director of Exploratory Studies and Department of Sociology; and Dr. David Klassen, Department of Physics and Astronomy. Students will also be represented.

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ning” in the title which is important for eventual professional licensure. With this proposal we will convert our planning track into a B.S. in Planning in order to strengthen and better distinguish our planning offerings. This program will provide a solid educational foundation of the theories, methods, and practice of planning in preparation for careers in multiple levels of planning and/or admission to graduate programs in planning or related fields.

BACHELOR OF SCIENCE IN GEOGRAPHIC INFORMATION SCIENCE

Many students following the former GIS track in our B.A. in Geography program have been successful in pursuing careers in GIS with county planning agencies, regional planning agencies, state agencies, federal agencies such as the Census Bureau, and private sector firms such as Environmental Systems Research Institute. GIS and the geosciences generally represent, according to the Bureau of Labor Statistics, one of the fastest growing career areas. Geography has become a much more technical field, yet to many prospective students and employers, it has a very low resolution and faint image as a player on the academic landscape. This program will offer students a degree with GIS in the title, which will better convey their qualifications and make them more marketable.

GEOGRAPHY PROGRAM A SEQUENCE FOR BACHELOR OF ARTS LIBERAL STUDIES: HUMANITIES/SOCIAL SCIENCE

The Geography Program A Sequence will fill a void in the current sequence offerings in the Bachelor of Arts Liberal Studies: Humanities/Social Science, in general, and will provide Rowan students with knowledge and training that will allow them to understand and solve major issues and problems facing the United States and world. The program will offer students a rigorous curriculum that is oriented towards the human and/or physical nature of geography.

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ACCELERATED B.A./M.A. DUAL DEGREE PROGRAM IN HISTORY

A number of academic institutions have accelerated BA/MA dual degree programs in history, including Florida State University, Florida International University, American University, University of Louisville, Emory University, and University of Southern California to name a few. Few institutions in the Mid-Atlantic region have such a program. This program will allow high-achieving and motivated undergraduate students the opportunity to accelerate their studies and complete both degrees in five years (as opposed to six years if both degrees were completed separately).

ACCELERATED B.A./M.A. DUAL DEGREE PROGRAM IN LAW AND JUSTICE STUDIES AND CRIMINAL JUSTICE

In this competitive job market, it is increasingly necessary to have a graduate degree. This program provides students an opportunity to obtain an undergraduate and graduate degree in five years, instead of the six years necessary to complete the degrees separately. At both the undergraduate and graduate levels, students will obtain the knowledge needed to succeed by learning about the criminal justice system, law and policy, criminological theory, and research methodology.

POST BACCALAUREATE CERTIFICATE PROGRAM IN APPLIED BEHAVIOR ANALYSIS

The Post-Baccalaureate Certificate Program comprises the three existing courses already approved by the Behavior Analyst Certification Board, Inc. for certification as a Board Certified assistant Behavior Analyst (BCaBA). Educating and training individuals through this program will improve the level of services available to children with special needs in the region. This program will provide students with the necessary coursework, knowledge, abilities, and skills to become a behavior analyst and to seek certification.

MASTER OF ARTS IN HISTORY

Historians fulfill a variety of occupational positions in the American economy. While most people who study history do not become professional historians, there are several optimal career opportunities for history graduates. Professionals with graduate degrees in history teach in a variety of academic institutions from elementary schools to the university level; they work in museums, research institutions, and historical societies, as well as businesses, public agencies, marketing, media, and research firms. Businesses of all kinds seek graduates in history as potential employees. This program will provide students with a comprehensive background in historical debates, interpretations, and methodologies, and mastery of a particular area of history.

POST-MBA CERTIFICATE OF ADVANCED GRADUATE STUDY

Many MBAs graduate without a specialization or later find themselves looking for or following different career paths. This program will provide MBA graduates an opportunity to prepare themselves for opportunities in a rapidly changing workplace by enrolling in specializations related to their current or expected career paths.

CERTIFICATE OF GRADUATE STUDIES IN SUSTAINABLE ENGINEERING

Sustainable engineering incorporates development and implementation of products, processes, and systems that meet technical and cost objectives while protecting human health and welfare and elevating the protection of the biosphere as a criterion in engineering solutions. The need to introduce sustainable development concepts to students and working professionals has become recognized by industry and the general populace. Industry has hired administrators and staff to transform their products and services to incorporate sustainability. This program will enable engineers to transform existing engineering disciplines and practices to those that lead to sustainability.

PROVOST-GRAM CREDITS

The Provost-Gram is a publication of the Office of the Provost, Division of Academic Affairs, and is edited and produced by Dr. Roberta Harvey, Provost Fellow, Office of Academic Affairs, and Jennifer Colodney, Creative and Communication Services, Office of Institutional Effectiveness, Research, and Planning. We gratefully acknowledge the assistance of all contributing individuals and offices as well as the staff of Media and Public Relations.