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Rowan University Self Study Update

Volume 1, Issue 2

Rowan University Self-Study Team forms working groups

The 19-member Rowan University Self Study Team (RUSST) has now expanded and formed work groups which will address the 14 Middle States Standards. The RUSST decided that the theme of the self study will be “*Learning to Live with Change.*” This compilation of work groups includes another 78 members of our campus community, and we appreciate their participation in this effort. The working groups for each Standard follow. The chairs of each group are noted with an asterisk (*).

Mission and Goals (Standard 1)

Don Stoll* (Associate Professor, Writing Arts)
Pat Mosto* (Associate Provost for Academic Affairs)
Dan Chard (Professor, Art)
Don Farish (University President)
Jim Newell (Professor, Chemical Engineering and University Senate President)
Kathleen Pereles (Associate Professor, MIS)

Leadership and Shared Governance (Standard 4)

Tyrone McCombs* (Associate Dean, Camden Campus)
Mark Meyers (Associate Dean, College of Education)
Sandy Tweedie (Professor, Writing Arts)
Richard Scott (Professor, Geography)
Beena Sukumaran (Associate Professor, Civil and Environmental Engineering)
Cindy L. Vitto (Professor, English)

Integrity (Standard 6)

Joe Cardona * (Director, Media and Public Relations)
Laurie Kaplis-Hohwald (Associate Professor, Foreign Languages and Literature)
John T. Mills (Director, EOF/MAP)
Joe Mulligan (Assistant Dean, Residence life)
Marie Tiemann (Executive Director, Human Resources)
Barbara Williams (Associate Professor, Special Education)
Robert Zazzali (Associate Provost for Faculty Affairs)

Institutional Planning and Institutional Resources (Standard 2 & 3)

Joe Orlins* (Assistant VP, Facilities - Administration)
Skeff Thomas* (Associate Professor, Art)
Mary Acciani (Director, Facilities - Planning)
Jim Anderson (Assistant Director, Institutional Research & Planning)
Glenn Brewer (Director, Facilities - Operations)

Institutional Planning and Institutional Resources (Standard 2 & 3—continued)

Robert D'Augustine (Director, Administration)
Robert Fleming (Professor, Management)
John Imperatore (Director, Facilities – Resource Management)
Bruce Klein (Director, Network & System Services)
John Kuhlen (Director, Facilities –Business Services)
Sally McCall (Director, Budget)
Tony Mordosky (Associate Provost for Information Resources)
Eileen Moran (Director, Development)
Robert Newland (Professor, Chemistry)
Eileen Scott (Director, Human Resources)
Joe Scully (Associate VP, Controller)
Mark Showers (Assistant Director, Facilities - Operations)

Administration (Standard 5)

Jay Harper * (Dean, College of Liberal Arts and Sciences)
Joe Cardona (Director, Media and Public Relations)
Tom Gallia (VP for University Relations)
Marie Tiemann (Executive Director, Human Resources)

Institutional Assessment (Standard 7)

Luci Nurkowski * (Associate Director, Admissions)
Jim Anderson (Associate Director, Institutional Research and Planning)
Nick Schmelz (Program Specialist, College of Education)
Catherine Wilbur (Associate Director, Human Resources)
Ed Ziegler (Director, University Marketing)

Students (Standard 8 & 9)

Melissa Arnott* (Director, Academic Success)
Margaret Van Brunt* (Assistant Dean, College of Business)
Jay Chaskes (Professor, Sociology),
Constantine Alexakos (Assistant Director, Student Activities)
Jose Aviles (Assistant Director, EOF/MAP)
Kate Boland (Research Assistant, Institutional Research and Planning)
Joanne Damminger (Executive Assistant to the VP for Student Affairs)
Dorie Gilchrist (Director, Graduate School)
Alisa Hogan (Assistant Director, Admissions)
Patrick Purcell (Student)
Helen Polak (Psychologist, Psychological Services)
Derrell Pustizzi (Web Specialist, Registrar)
Lizziel Sullivan (Director, Career and Academic Planning Center)
Mark Wagener (Director, Residence Life)

Faculty (Standard 10)

Eric Milou * (Associate Professor, Mathematics)
Kausar Jahan (Professor, Civil and Environmental Engineering)
Frances Johnson (Director, Faculty Center for Teaching and Learning)
Daniel Schowalter (Assistant Professor, Communication Studies)
Mary Beth Walpole (Associate Professor, Educational Leadership)

Educational Offerings (Standard 11, 12 & 13)

Lorin Basden Arnold* (Associate Professor, Communication Studies)
Karlton Hughes* (Specialist, Information Technology)
Erin Herberg (Assistant Professor, Writing Arts)
Jay Kuder (Dean, Graduate School)
Christine Larsen-Britt (Student)
Phil Lewis (Associate Professor, Marketing)
Jackie McCafferty (Director of ESL, Camden Campus)
Julie Peterson (Special Assistant to the VP for Student Affairs)
Henrietta Pichon (Assistant Professor, Educational Leadership)
Greg Potter (Associate Dean, Library)
Horacio Sosa (Dean, College of Professional and Continuing Education)

Educational Assessment (Standard 14)

Roberta Harvey* (Assistant Professor, Writing Arts)
Lorin Basden Arnold (Associate Professor, Communication Studies)
Melissa Arnott (Director, Academic Success)
Kimble Byrd (Professor, College of Business)
Kevin Dahm (Associate Professor, Chemical Engineering)
Craig Dillon (Research Assistant, Institutional Research and Planning)
Christy Faison (Professor, Teacher Education)
Cindi Hasit (Professor, Reading)
Elisabeth Hostetter (Assistant Professor, Theatre)
Karlton Hughes (Specialist, Information Technology)
Peter Jansson (Associate Professor, Electrical and Computing Engineering)
Eric Milou (Associate Professor, Mathematics)
Maria Rosado (Professor, Anthropology)
Richard Scott (Professor, Geography)
Don Stoll (Associate Professor, Writing Arts)
Harold Thompson (Assistant Director, Career and Academic Planning Center)
Margaret Van Brunt (Assistant Dean, College of Business)

Taking a step back from the process to examine the process...

In late January, the RUSST met for a values clarification session with Kathleen Pereles, director of the Honors Program as well as a member of the Management/MIS Department faculty. Team members were asked to come to a consensus regarding the following questions:

- What is our ultimate objective?
- Why is it important?
- Who benefits from our work?
- What are the means by which we will accomplish our work?
- What values enter into this work?

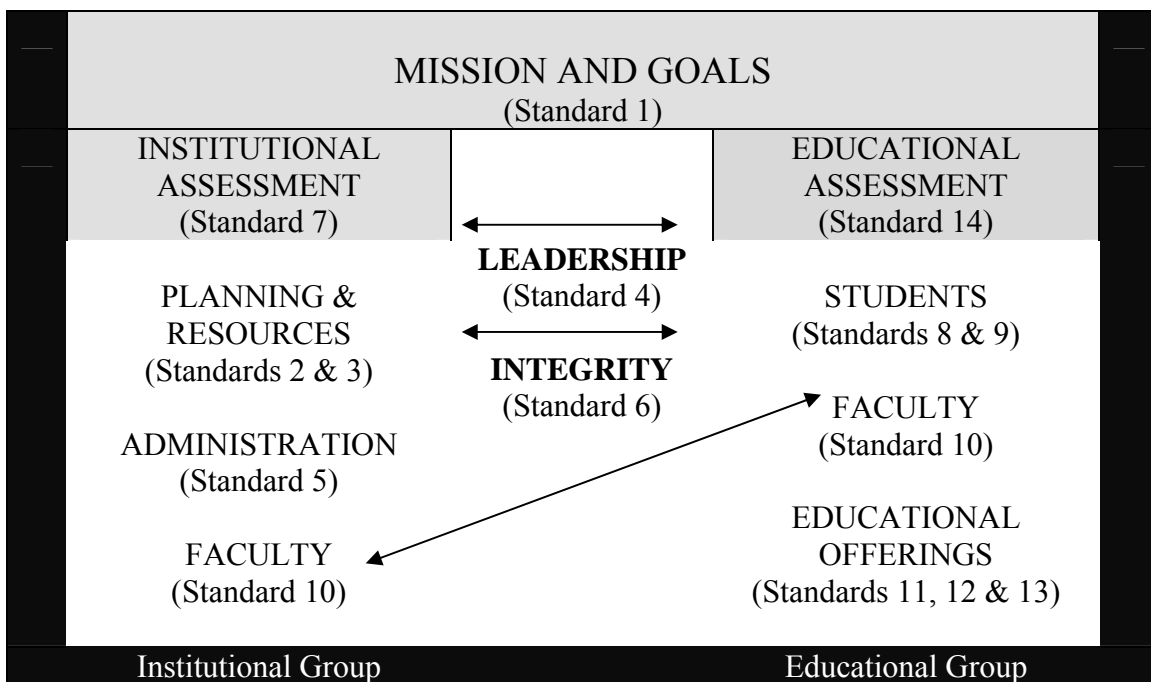
The RUSST decided that our ultimate reason for being was to study the University for the purpose of honest, complete, and accurate assessment of our mission and goals for the purpose of meeting our institution's needs for accreditation and improvement. The group also decided that its work should not be just "another report" placed on a shelf, but that the process of preparing and researching this self study should be a living process—one that informs and improves our campus community. Transparency was another value that emerged from the group's deliberations, and to this end, communication between RUSST and the campus community will be frequent.

And now the process...

The anticipated approach to the self-study was to identify and examine the various systems and processes that characterize the University and roughly align them to the arrangement of the Middle States Standards the Team decided to adopt. The working groups determined which of the many systems they could examine and then characterized them according to the following areas:

- Describe the system including who is affected by it and who needs to know how it works.
- Examine what is working well and identify any areas of concern.
- Identify the means by which the system is assessed.
- Evaluate whether the assessment feedback into the systems results in continuous improvements.

The following graphic reflects the Team's organization of the Middle States Standards for the purpose of studying Rowan. As pictured, University's Mission and Goals comprise the overarching principles that shape the entire institution and accordingly Standard 1 was superimposed over the rest of the Standards. Next, the Team saw the work of the University broadly falling into two areas—the institutional area and the educational area. We grouped Standards 2 and 3 into one unit and coupled this unit with Standard 5 into what we called the Institutional Group. In the same fashion, we saw Standards 8 and 9 as forming a unit and Standards 11, 12, and 13 forming a second unit. We coupled these into what we called the Educational Group. Since Faculty clearly operate in both areas, Standard 10 was included in both groups. We also recognized that Leadership and Shared Governance and Integrity offer crossovers between the Institutional and the Education areas, so we decided to treat Standard 4 and Standard 6 as bridges extending into both areas. Finally, we saw Institutional Assessment - Standard 7 - as encompassing the entire Institutional Group and Student Learning Assessment - Standard 14 - as encompassing the entire Educational Group, so we designated their roles as binding together their respective groups.



What's next?

A draft of the design of the self study was submitted to Middle States on March 21. Dr. Andrea Lex, our liaison with the Middle States Commission, will visit the campus on April 12. When the draft of the design of the self study is accepted by Middle States, we will report on the progress of each working group to the campus. Copies of the self-study design draft may be found at: www.rowan.edu/president/selfstudy/index.html under Resources/Campus Documents/Current Updates and Reports (login required).