

May 2006
Report on the Five-Year Plan:
Progress in Achieving the
Strategic Objectives for Rowan University
2005-2010

Introduction

This report provides the annual update on Rowan University's progress toward achieving the strategic objectives outlined in the 2005-2010 strategic plan. The format follows the outline of the May 25, 2005 plan which may be accessed on the Rowan University website. Suggestions for updates and modifications for the 2006-2011 plan may be sent to Christy Faison (faison@rowan.edu) by June 5, 2006.

A. Academic Programs

Strategic objectives are:

To strengthen existing programs.

The following actions have been taken in order to strengthen existing programs.

- In order to comply with the newly adopted regulations and standards promulgated by the State Department of Education, the guidelines imposed by the federal No Child Left Behind Act, and NCATE accreditation standards, the College of Education developed a Bachelor of Arts in Education, with areas of specialization in elementary, early childhood, subject matter (secondary), and health and physical education. These programs replace the College's existing initial teacher certification programs. Programs have also been developed to permit initial teacher education candidates to obtain endorsement certificates in special education and reading. The new BA in Education program was implemented in fall 2005.
- The Department of Art was reaccredited by NASAD (National Association of Schools of Art & Design).
- The Department of Theatre and Dance conducted an accreditation visit by NAST (National Association of Schools of Theatre) in October 2005. Continuing accreditation was granted in March 2006.
- The College of Communication requested that all of their specializations become separate degree-granting programs. The proposal was approved in spring 2006.
- The International Center, during its first year of existence, achieved many of the university's strategic plan objectives, including increased enrollment in Study Abroad, expansion of Study Abroad opportunities, integration of international activities in both Academic Affairs and Student Affairs, prioritization and implementation of pending exchange agreements, and the creation of a nexus for international activities on the Rowan campus.
- Through the curriculum process, 430 curriculum proposals were approved. Minor changes were made to 250 courses, 104 new courses were approved, and 2 new programs, 5 specializations and 4 COGS/CAGS were approved.
- Eighty-two percent of freshman students were placed in Rowan Seminar.

To develop an Academic Master Plan that charts the process for the addition of new academic programs that meet the needs of the region when State support and the University's budget permit.

- The development of the Rowan University Academic Master Plan (AMP) is ongoing. The Interim Provost conducted an Open Forum to address the entire Rowan University community and gather information to be reflected in the AMP. The Academic Affairs Council (AAC) revised the original draft, and met with the Academic Facilities Subcommittee of the Master Plan Committee (AFSMPC), to work on revising and expanding the AMP. A second hearing was held in April 2006 to review the revised draft. A final draft will be sent to the Rowan University community for consideration by the end of the academic year. The AMP addresses the student possible growth phases and presents a model to prioritize new programs.
- The new Bachelor of Arts in Environmental Studies will be implemented in Fall 2006, and the new Masters in Criminal Justice will be implemented in Fall 2007.

To maintain a learning-centered environment with a high level of student-faculty interaction if the enrollment increases or academic offerings are expanded.

- There has been an emphasis on undergraduate research opportunities across campus. In particular, the College of Engineering and The College of Liberal Arts and Sciences through the NSF-CCLI and NSF-REU grants, have increased the research opportunities for undergraduates.
- The creation of Learning Communities in different programs (Bantivoglio Honors Program, Biological Science Department, Law and Justice) insures a learner-centered environment for freshman students. All freshmen Biology students are part of a comprehensive first-year learning community. The students have 2 linked courses, are housed in the same freshman residence hall (if residential students) and participate in programming outside the classroom. The students were also registered for 2 new linked courses in spring 2006. Law and Justice started a pilot program in fall 2005 and invited majors to participate in 2 linked courses for first semester and be housed in the same residence hall (if residential students).
- The College of Business is revising the curriculum to offer more problem- based learning opportunities.

To promote systematic assessment of student learning (outcomes) in all programs.

- The LOAC proposal for a university system for outcomes assessment was approved. A faculty core group (Assessment Consulting Team) was created to develop an embedded assessment process that builds upon existing departmental assessment practices. Currently five programs are going through the assessment process.
- The Senate Learning Outcomes Assessment Committee (LOAC) is working on the assessment of the new general education model. The committee will look at different assessment processes, and will make its recommendations by the end of the academic year.

To review degree requirements both in general education and in the major to assure their effectiveness in meeting the goals of liberal education while promoting efficiency of degree completion.

- The new general education model was implemented in fall 2005.
- A review of the degree requirements in each major to promote efficiency of degree completion was conducted when the new General Education model was reviewed. At the

same time, departments were asked to explore the delivery of their programs to ascertain if there are better and more cost-effective approaches to teaching and learning with no diminution of the achievement of academic objectives.

To enhance the quality of all academic programs through a systematic review process.

- During the 2004/2005 academic year three graduate programs underwent academic review. The reviews were completed with final reports. The graduate program review committee has evaluated the process and made appropriate revisions as needed. Two additional programs participated in program review during the 2005/2006 academic year. A five year schedule for graduate academic reviews is under development. The report of the graduate committee will be used as a model for a systematic review process of all undergraduate programs.
- Two undergraduate programs in the College of Communication completed a program review process, Radio/Television/Film and Communication Studies.
- All programs in the College of Business regularly participate in program reviews.

To develop and expand professional experience opportunities for students and graduates in each discipline.

- In the spring 2005, the CAP Center introduced a computerized recruitment service eCampus Recruiter.com. This service allows employers to post jobs and internships for all majors as well as research resumes of Rowan students and alumni. Students and alumni can post numerous versions of their resume, search for jobs, and internships utilizing this service. As of this fall approximately 1000 students and alumni are registered in the system and approximately 500 employers have posted jobs.
- Beginning August 2005, in an effort to enhance connections with employers for Rowan students and alumni the CAP Center became actively involved making employer connections. These connections led to an expansion of the On Campus Recruitment Program, Recruitment Week, Federal Government Day, New Jersey State Police Recruitment Program, and accompanying students to an IRS Open House Program. Additionally, staff involvement in key organizations has accelerated, and includes memberships in Tri State Human Resource Association, Southern Jersey Chamber of Commerce, National Association of Colleges and Employers, New Jersey Garden State Human Resource Association, New Jersey Association of Colleges and Employers, and the New Jersey Cooperative Education and Internship Association. The Center continues to be a regional South Jersey site for the Walt Disney College Intern Program.

To enhance and refine the academic advising process in each discipline to support student learning outcomes.

- The location of advisors during New and Transfer Student Orientations has been changed. Beginning June 2005, in an effort to enhance the advising of new and transfer students, the academic advising at Transfer and New Student Orientations was located in or near the academic departments where feasible. This allowed students to become familiar with their major departments and assisted advisors by locating them so they could use tools to enhance advising such as access to the SIS system and program handouts.
- Beginning June 2005, departments were offered the option of facilitating University Information Sessions at Transfer and New Student Orientations. These sessions present information about University publications and the advising and registration processes.

Advisors who conducted the Information Sessions for their own majors could provide major specific information for the new students in the major, and the feedback was very positive.

- The CAP Center continues to host the Advisement Coordinators Breakfast each semester which includes academic deans, department chairs, advisement coordinators, professional staff and representation from the Division of Academic Affairs and Student Affairs. The breakfast provides a forum to share information concerning University policy and programs related to academic advising on the departmental level as well as University wide.
- The CAP Center is working towards making an effective transition of the advising process from SIS to the Banner system.

B. Rowan University at Camden

Strategic objectives are

To provide expanded academic offerings to the Camden community.

- A firm has been hired and has begun the programming of the new facility in Camden.

C. Campbell Library

Strategic objectives are:

To develop collections and services that support and enhance University programs and curricula

- In FY-2005 the library cataloged 8,162 book volumes and 610 multimedia items. Fifteen new electronic databases were added, bringing our total to 108 (this is double the number of databases provided in FY-2005). The library received an additional \$98,000 (Campbell gift) and \$78,000 from the University Foundation (Eynon gift). Supplementary funding provided a major upgrade to our main bibliographic database (Endeavor Systems, Inc.) and the acquisition of the OCLC First Search database (access to over 30,000 library records worldwide).

To strengthen the library's instructional program in accordance with Middle States information literacy guidelines.

- A collaborative library instruction program between the Writing Arts faculty (College of Communication) was developed in 2005. All freshman class members received instruction on searching library databases and locating materials in the Campbell Library. Additional orientations were provided to both graduate and undergraduate courses on a need basis.

To maintain and enhance state-of-the-art library technology, including online databases and delivery services.

- A new webpage has been designed for improved access and readability. A new multimedia room is in operation offering state-of-the-art listening, viewing, and production of media materials. Electronic Reserves continue to be expanded. Authority files and periodicals records have been updated in the main bibliographic system (Endeavor, Inc.).

To expand special collections to the fifth floor of Campbell Library and begin digitalization of archival materials.

- Lack of funding has tabled this project for the fiscal year.

To maintain and enhance Friends of Campbell Library (Focal) in the role of library advocate and fundraiser.

- FoCal provided a significant number of events throughout 2005 – the 10th anniversary of the Campbell Library. A banned book reading, children's story reading, the Southern New Jersey Ghost Research program, and a presentation by Dr. Neff's Incredible Puppet Co. were featured. A special anniversary program was held in February, which included Prof. Richard Gruppenhoff's photo retrospective of the new library construction in 1995.
- FoCal donated the funds to purchase an electronic, programmable sign, which was placed near the main circulation desk.

D. Information Resources

Strategic objectives are:

To develop and maintain an effective technology infrastructure and support staff.

- Network electronics were updated in Robinson, Westby, and Triad and at the Camden campus.
- Townhouse became the first campus location to be equipped with Voice over Internet Protocol for telecommunication services
- Implemented Campus Manager - a new system that will require all computers connected to the campus network to be registered before they can gain access. This registration process simply requires the user to go to a web page where they enter their username and password. The rest of the registration is automated.
- Migrated all faculty and staff from the aged GroupWise email system to Exchange
- Installed an HP Storage Area Network – a newer technology that addressed the campus need for increased accessibility to the volumes of electronically stored data.

To develop replacement-cycle funding to provide for the maintenance of state-of-the-practice technology applications.

- IR has continued the development, refinement, and implementation of a comprehensive Replacement Cycle Funding Model for the University's existing and evolving information technology infrastructure. During this past year, the model was further refined to ensure all appropriate campus information technologies were categorized and completely integrated into the model. In addition, we continue to utilize and adjust the underlying model to reflect changing equipment lifecycles standards as recommended by the Gartner and Yankee Consulting Groups. The basis of the model is a categorization and assessment of all information technology and the establishment of a baseline replacement cycle cost for all information technology based upon industry acceptable standards. For planning purposes, the model provides the University's Cabinet and other senior administrators with details of

what the University should be budgeting to keep the information technology infrastructure at a state-of-the-practice level in any year for the next decade

To begin addressing the need to support more mobile devices within the campus infrastructure

- The campus wireless network was extended to several locations this year. These include the Student Center Pit and Marketplace Cafeteria, Science Hall, Rowan Hall and Linden Hall. With these installations and the completion of others scheduled for this summer, the wireless network will cover a total of 12 buildings.

To continue the process of moving technology into the classroom for the enhancement of instruction and for the preparation of the students for the use of technology throughout their working and personal lives.

- *RVM.* RVM is an acronym for “Rowan Virtual Meeting.” RVM is a Web-based synchronous communication and presentation application developed by Instructional Technology using Flash MX Communication technologies for online learning and collaboration at Rowan. RVM facilitates online collaboration, communication and learning by allowing the sharing and exchange of information and ideas with classes, partners, prospective students, and employees in real-time -- anywhere with an Internet connection and a Web browser. RVM features: Real time audio and video conferencing, use of PowerPoint presentations, whiteboard, online surveys, and, in the future, application sharing. RVM is currently being used by Instructional Technology for online and virtual workshops, Physics, and Education.
- *Learning spaces specifications and redesign for TEC and open computer classrooms.* Instructional Technology continues to implement new standards for both open and TEC classrooms. The purpose of these documents were to identify optimal design guidelines for technology enhanced learning spaces at Rowan University – specifically TEC (Computer Enhanced) and open computer classrooms. These documents propose that a learning space cannot be defined through technology alone; but rather, the learning space is best defined according to the effective instructional activities that space can facilitate, and how technology can foster the academic goals of Rowan University. Moreover, these documents serve to present consensus between different departments on the design of technology enhanced learning spaces

E. Enrollment Management and Student Services

The strategic objectives are:

To maintain Rowan University's enrollment at approximately the current level

- The University has maintained a stable enrollment headcount over the last five years. Entering freshman class size has been stable at around 1250 over this period.

To achieve continuing improvement in the qualifications of incoming students as indicated by standard criteria.

- The following graphs show the average high school rank in class (as a percentile) and average total SAT score for entering classes. The trends in these averages show that Rowan University’s entering classes are steadily improving. Comparisons with public peer

institutions in the Northeast show that Rowan University's freshman classes from 2001 to 2004 were fifth in both high school rank in class and SAT scores. Comparisons with all public and private comprehensive universities (using the US News database for the "North" region) during that same time period show that Rowan was 23rd in SAT scores and 28th in rank in class.

Figure 1

Rowan Average High School Rank for Entering Freshmen,
Fall 1995 to Fall 2005 with Trend Line

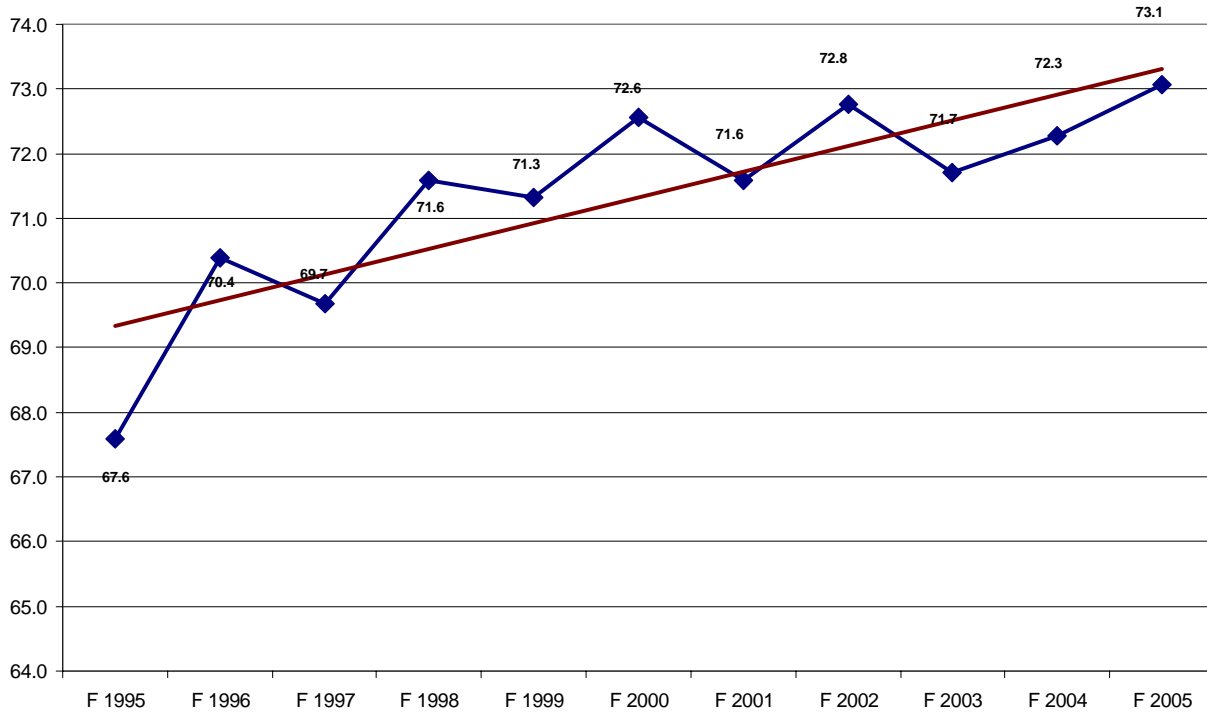
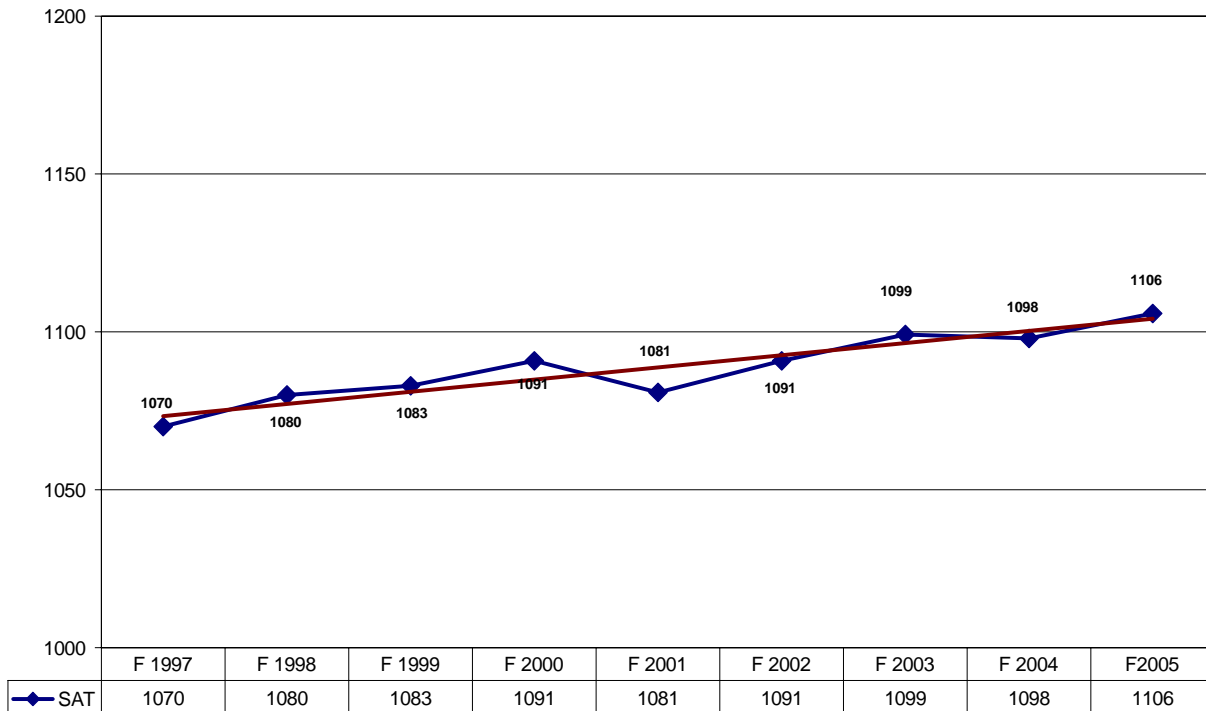


Figure 2

Rowan Average Total SAT for Entering Freshmen, Fall 1996 to Fall 2004 with Trend Line



To assure that the diversity of the student body reflects the richness not only of South Jersey, but of the entire region.

- Additional funding was provided to the Office of Admissions for minority recruitment.

To enhance the first-year experience, including the development of major-specific learning communities

- The Visions of the Future Learning Community accepted its 4th cohort in fall 2005 and Biology and Law/Justice Communities were added in fall 2005. The Visions of the Future (VOF) Learning Community continues with 42 students. VOF met monthly in the fall semester for learning pattern assessment, exploration of self, majors, and occupations, and social get-togethers. The retention data for the first 3 VOF cohorts continue to be promising (see table 3). Retention to the sophomore year for the VOF 2004 cohort reports 95% and 100% for the two groups (VOFa and VOFb). Retention of the 2003 cohort to junior year is 79%. While the learning community may not be solely responsible for these retention rates, data from the students show that the learning community supported the transition, adjustment and connection to the University.
- Biology accepted all of their new majors in fall 2005 in a learning community. Students participated in 2 linked courses fall semester, were housed in the freshman residence hall together, and programming outside the classroom included Orientation Pizza Night, Night Football, A Meet Your Advisor BBQ, Pre-Finals Pizza in the Residence Hall. Students are registered for 2 linked courses for spring 06.

- Law and Justice started a pilot learning community in fall 2005 and accepted 10 students. In the fall semester they participated in 2 linked courses and are housed together in the residence hall.

Table 1
**Visions of the Future (VOF) Learning Community
 Retention Statistics**

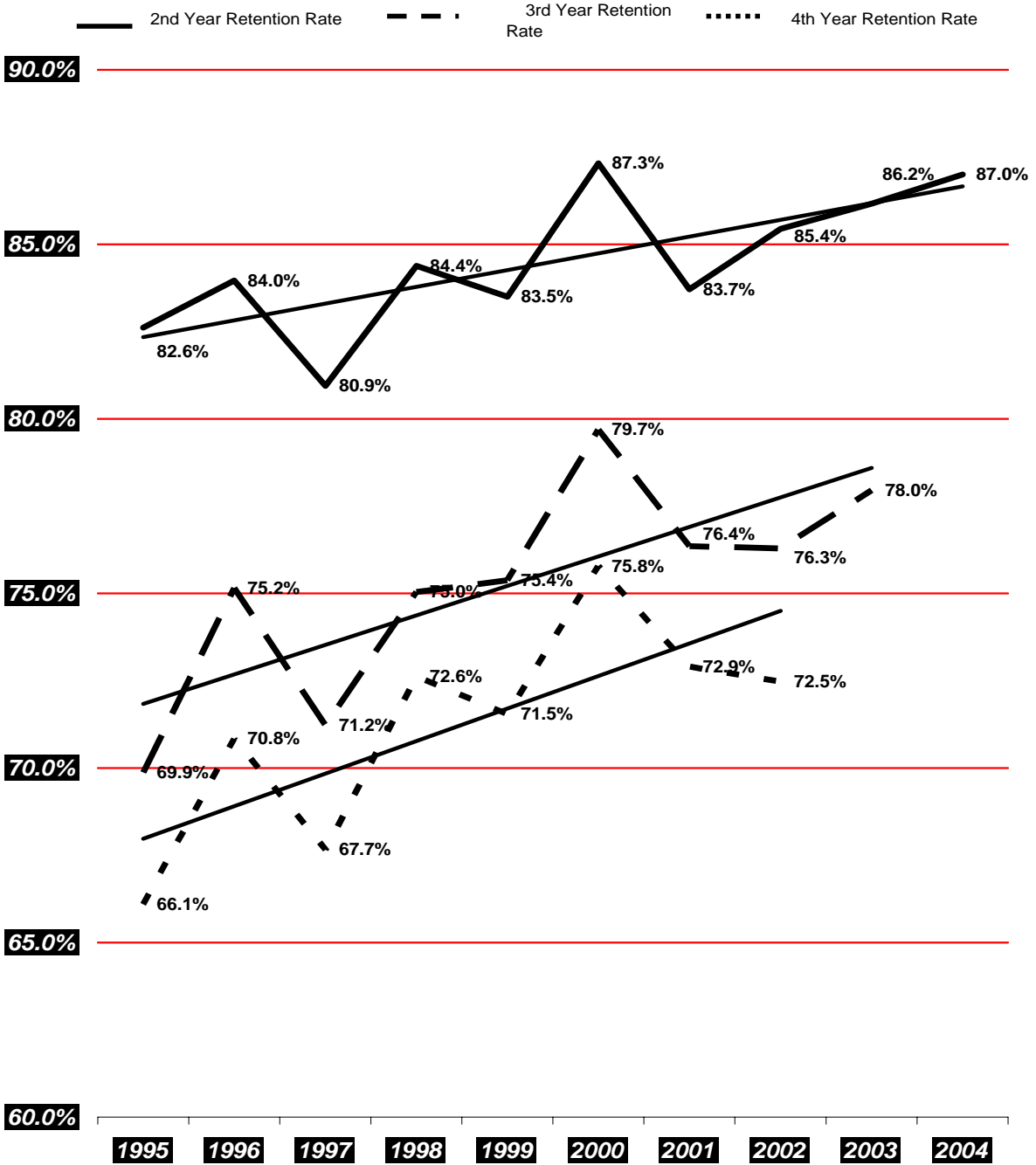
VOF Retention to Second Fall				
	2001	2002	2003	2004
Overall Freshman Cohort	83.7%	85.4%	86.2%	87%
Undeclared Students	83%	82%	83.7%	83.54%
VOF Cohort	NA	95%	90%	A) 95% B) 100%
VOF Retention to Subsequent Years				
To Third Fall (Jr.) Overall 76.3%		85%	79%	NA
To Fourth Fall (Sr.) Overall 72.5%		81%	NA	NA

To achieve a 90% retention rate for first-year students into the second fall by 2006-07.

- As the Figure 3 shows, the general trend is upward for second-, third- and fourth-year retention rates. The entering cohort of 2000, which has achieved the highest retention rates, was roughly 20% smaller than the four classes that have entered since then. Since the entering cohorts of 2002, 2003 and 2004 have been of roughly equal quality but haven't quite matched the retention rates of the entering cohort of 2000, it is a fair inference that the relatively small size of the 2000 cohort has been a factor in its success. It is noteworthy that the entering cohort of 2001, which was significantly weaker using objective measures -- and had a lower second-year retention rate -- than the 2002 cohort, had essentially the same third-year retention rate. The recent stagnant or even downward trend in the third-year retention rate suggests that extra efforts have to be made in this area in order for the University to meet its long-term goals.
- Comparison with the University's public peers in the North region (as defined by US News) shows that Rowan ranks sixth in a rolling three-year average of second-year retention. This is a drop from last year's third-place ranking, but still a strong result that is in line with objective measures of entering-class quality. Among public and private comprehensive universities in the North region, Rowan ranks 20th in this area, a slight drop from 19th last year.

Figure 3

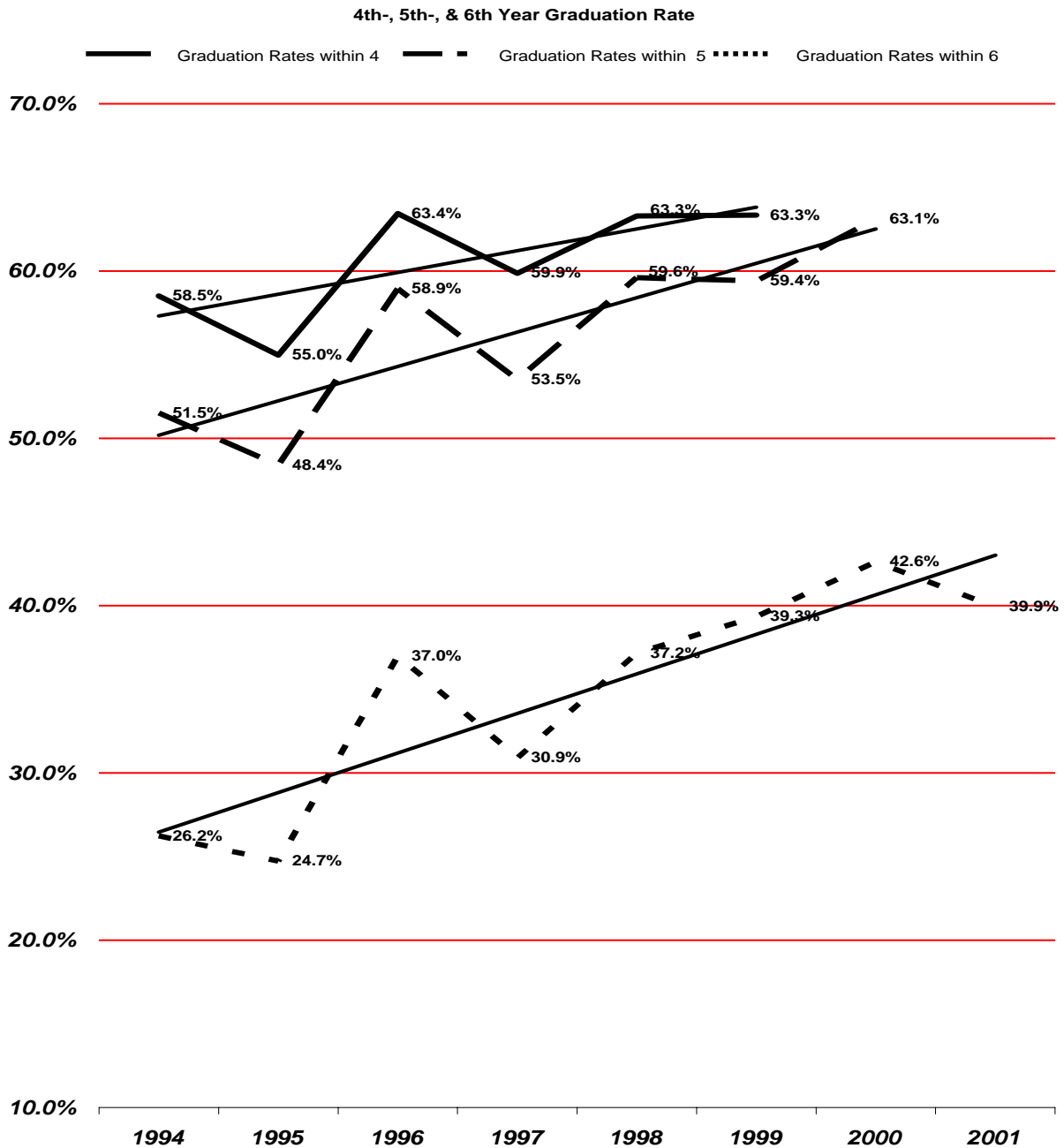
2nd-, 3rd-, & 4th- Year Retention Rate



To achieve significant progress toward the long-term objective of a 75% six-year graduation rate by 2006-07.

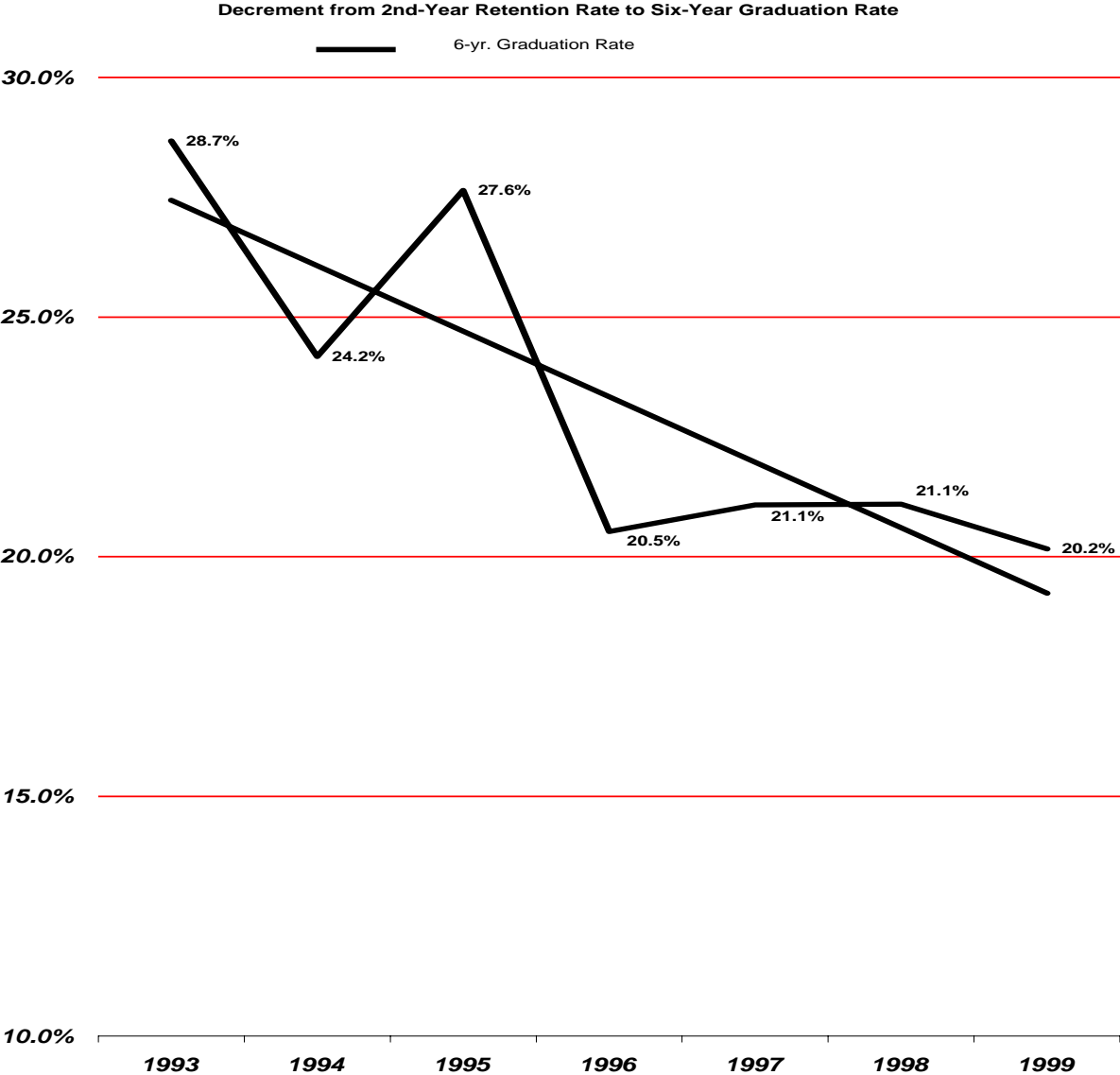
- As the following graph shows, the general trend is upward for four-year, five-year and six-year graduation rates, with the most recent data either the highest or second highest in each measure. While the trend lines are strongly positive, reaching the University's long-term objective will require new strategies and unremitting effort.

Figure 4



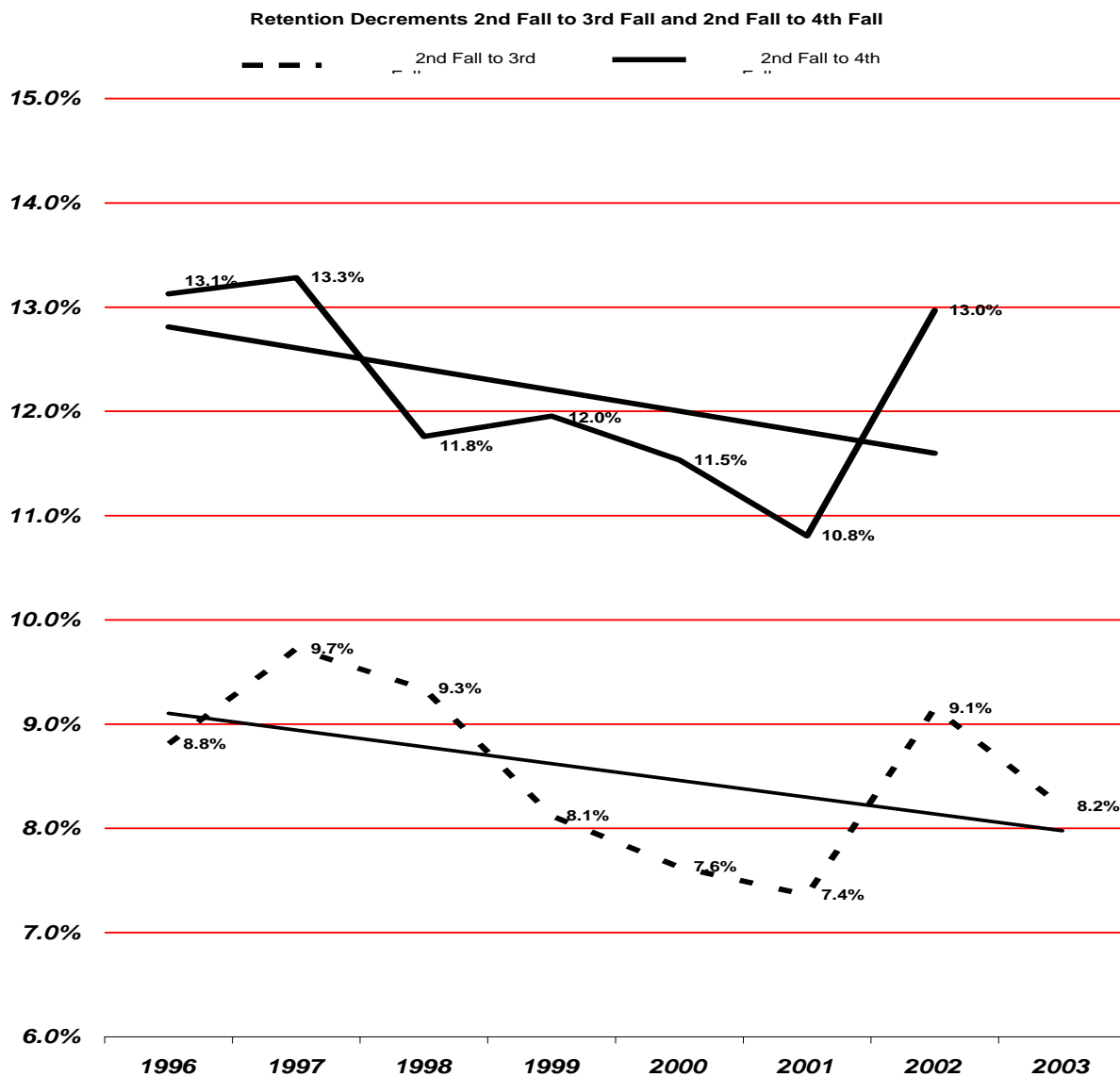
- A comparison with comparable public institutions, using US News data for the North region, shows that Rowan’s six-year graduation rate (rolling three-year average) is eighth highest, a slight drop from seventh last year. In a comparison group that includes both public and private comprehensive universities in the region, Rowan ranks 55th in the three-year rolling average six-year graduation rate. This is a drop from 50th last year. Given the data showing the quality of our entering classes (23rd in average SAT scores and 28th in high school rank in class), our comparative standing in the six-year graduation rate is somewhat disappointing.
- In order to provide more information about what happens with our students between the second fall and their eventual success or failure in obtaining a bachelor’s degree from Rowan, attrition after the second fall was analyzed. Such losses of students can be referred to as decrements.

Figure 5



- Figure 5 depicts the data for the most recent seven classes for which we have the data to determine the decrement between the second-year retention rates and six-year graduation rates. (Note that the University's implied objective for this decrement is to reduce it to 15% - - the difference between our second-year retention objective of 90% and our six-year graduation-rate objective of 75 %.) While the trend line suggests significant progress on retaining and graduating students who have returned in the second fall, the data for the most recent four classes indicate a leveling off of the University's progress well above the targeted percentage of 15%.
- In order to determine if we are making progress on this measure for more recent classes, the decrements from second-year retention to third- and fourth-year retention have also been analyzed, as depicted in Figure 6.

Figure 6



- The downward trends in the decrements are encouraging. However, the data for the entering cohorts of 2002 and 2003 suggest that progress in this area has slowed.

The information regarding Rowan University's retention and graduation rates can be summarized as follows: 1) we are making steady progress in both measures; 2) our second-year retention is approximately what would be expected given the high quality of our incoming students; 3) our six-year graduation rate is somewhat lower than would be expected given the high quality of our incoming students; 4) some of our peer institutions are improving faster than we are; and 5) while we are close to our long-term objective for second-year retention, our six-year graduation rate shows signs of leveling off well below our objective. Elements 3-5 of the foregoing summary suggest that there is a need for all who are involved in these areas to consider new initiatives and to redouble their efforts.

To provide enough openings in majors to accommodate all students and enough openings in needed courses to accommodate all majors

- This is an ongoing activity of the Academic Affairs Committee and the Enrollment Management Committee.

To provide effective academic and career advising to all students

- The decentralization of advising during Transfer and New Student Orientations is progress toward this goal as well.
- The CAP Center continues to provide centralized, comprehensive and developmental academic advising for undeclared students and change of major students as well as career development, experiential learning and employer relations programs for all students and alumni. The Center continues to monitor the availability, accuracy and completeness of academic advising information used by students and advisors at Rowan as well as community colleges.
- During the summer of 2005, the CAP Center developed and implemented a workshop titled "Exploring Majors, Minors and Concentrations", and redesigned the "Steps for Success Workshop" for freshmen to feature faculty. Both workshops enhance the academic advising process by providing students with accurate academic and career related information.
- A new workshop was developed titled, "Exploring eCampusRecruiter and Job Search Strategies which provides students with the tools to navigate the new on-line recruitment system and provides job search strategy information. Additionally, career advising services were enhanced with the addition of an on-line resume critique system (resumecritique@rowan.edu.)

To enhance the transition to Rowan for transfer students by improving the application, course evaluation, orientation and registration processes.

- A revised transfer orientation program was initiated that included a welcome by Rowan President and Vice President, overview of the program, meeting with academic advisors in their academic buildings and culminating with a lunch. An optional program for transfer students to learn about campus life was well attended. The evaluations returned by participants were positive and reinforced the need to continue the more comprehensive orientation program.

To strengthen the relationship with all county colleges to enhance the experience of transfer students, facilitate a seamless transfer process and improve the acceptance of transfer courses/credits.

- Rowan University hosted the second transfer articulation meeting at the Rowan Campus in summer of 2005, inviting five community colleges.
- Meetings between faculty and advisors, by discipline, from some community colleges and Rowan University have been occurring.
- Rowan University created a Transfer Advisory Board (TAB) with members of six community colleges (Atlantic, Burlington, Camden, Cumberland, Gloucester, and Salem) this fall. The TAB has generated a report that will be used to design future opportunities to enhance and facilitate the transfer process.

To provide spaces in Rowan Seminar (RS) sections for all incoming freshmen.

- 791 freshmen were registered in a RS for fall 2005 and 236 overrides were signed for spring 2006 seminars. Therefore, 82% of all freshmen will have been placed in a RS their freshman year for the 2005-2006 academic year. However, we cannot prevent students from dropping the RS class, which is still problematic.
- Meetings continue to be held with academic departments to identify RS directly related and required by the major program. Education, Art, Theatre/Dance were added to the RS list this academic year. Meetings are or will be conducted with Psychology, Health and Exercise Science, Mathematics, and Education to identify more Rowan Seminars within each major.
- All major departments are being asked to identify a RS as part of the Freshman Instruction Guides (FIG). Any FIG that is given to the Registrar without a RS will be asked to identify one. This will assist in getting more students into RS first semester when they are available.

To provide additional room in residence halls to permit the continuing movement of the University to a primarily residential campus.

- With the completion of the Townhouse Complex and the renovation of the Triad Apartments, approximately 550 beds were added to the on-campus housing inventory. This enabled the campus to eliminate tripling of students in rooms designed for two. While this has proved popular, there was significant unmet demand during the housing lottery process that resulted in approximately 300 students desiring on-campus housing finding housing off campus.
- The current master planning effort with Sasaki is expected to provide guidance with respect to future on-campus housing.

To support increased efforts in the colleges to strengthen ties to the employer community.

- The CAP Center will host the Seventh Annual Education Expo. This career event connects hundreds of graduating seniors and alumni with employers in the field of education.
- The CAP Center has continued and redesigned the Career Development Program with the College of Business which involves faculty and students.
- Additionally, partnerships with faculty Internship Coordinators and the implementation of the first Annual Internship Fair in spring 2006 will provide students with opportunities for career exploration. The CAP Center has partnered with the Alumni Relations Office to co-sponsor the First Annual Alumni Career Exploration Night. This career event will give Rowan students the opportunity to network with successful Rowan alumni who are employers and working in various professions.
- The CAP Center conducted eCampusRecruiter workshops for faculty and professional staff in fall 2005. The Center supports the Rowan University Tec. Fair, and the Rowan University Career Fair. Additionally, we entered a partnership with the College of Engineering to utilize eCampusRecruiter for various career related assignments and events including the 2006 Rowan University Tec Fair. This on- line recruitment system is also being utilized by the Law and Justice Studies Department. It is anticipated that additional colleges and departments will utilize eCampusRecruiter. Beginning spring 2006, the eCampusRecruiter Basic System will expand to include the Interviewing Module. This will permit students and employers to electronically schedule interviews.
- The CAP Center continues to collaborate with the Walt Disney World College Intern Program Regional Recruiter to provide direct connections with students to a fortune 100 company while conducting career preparatory workshops.

F. Faculty

Strategic objectives are:

To continue to recruit and develop a diverse faculty that is of excellent quality, teaching-oriented and highly productive.

- The Division of Administration and Finance sponsored a hiring workshop during fall 2005 that was well-received by all.
- A new incentive program – scholarships for dependent children - was announced by the President. It will be implemented in fall 2006.
- In addition to the new faculty orientation program sponsored by the Faculty Center for Excellence in Teaching and Learning, colleges and departments were asked to develop adjunct orientation programs and materials.
- The University is currently searching for 15 new tenure-track positions for fall 2006.
- The Junior Faculty Innovative Teaching Award was implemented in fall 2005.

To implement the Adjusted Load Policy to provide opportunities for all full-time faculty to devote 25% of their workloads to research, creative activity and large-scale community service projects.

- The Adjusted Load program was implemented fall 2005. Sixty-five percent of all eligible faculty are participating.

To achieve a student/faculty ratio of 12-1 by FY 2011, with significant movement toward that goal by FY2007.

To increase the proportion of University sections taught by full-time and three-quarter-time faculty to 85%.

- Figures 7, 8, and 9 depict progress toward these objectives. As we continue to take steps to implement the objective of providing opportunities for faculty to do research and perform community service, adjuncts will be a significant part of the process of reassigning full-time faculty from classroom responsibilities to responsibilities in other areas. While this situation will be watched closely, the decision of the University administration, following consultation with the Budget and Planning Committee and with the faculty generally, has been that the objective of increasing the time faculty have for research, scholarship, creative activity, and community service should have a higher priority at this time than reducing the percentage of sections taught by adjuncts.

Figure 7

Full-time Faculty Lines

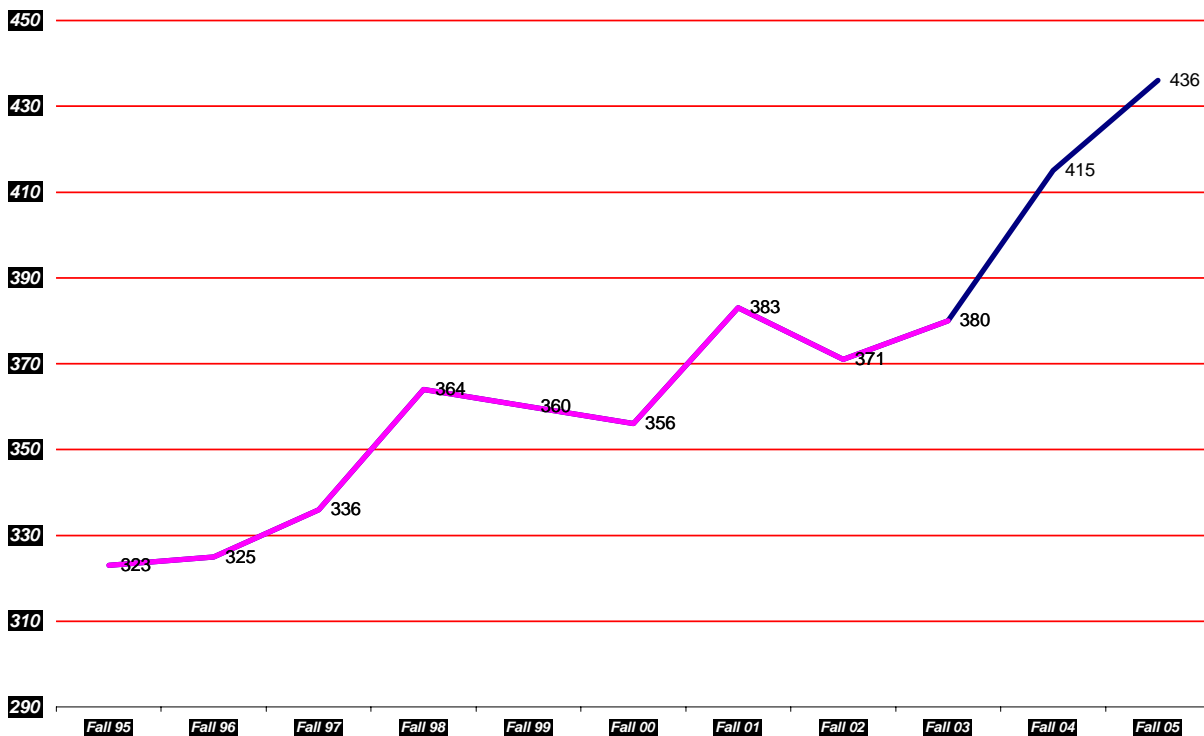


Figure 8

Student/Faculty Ratio

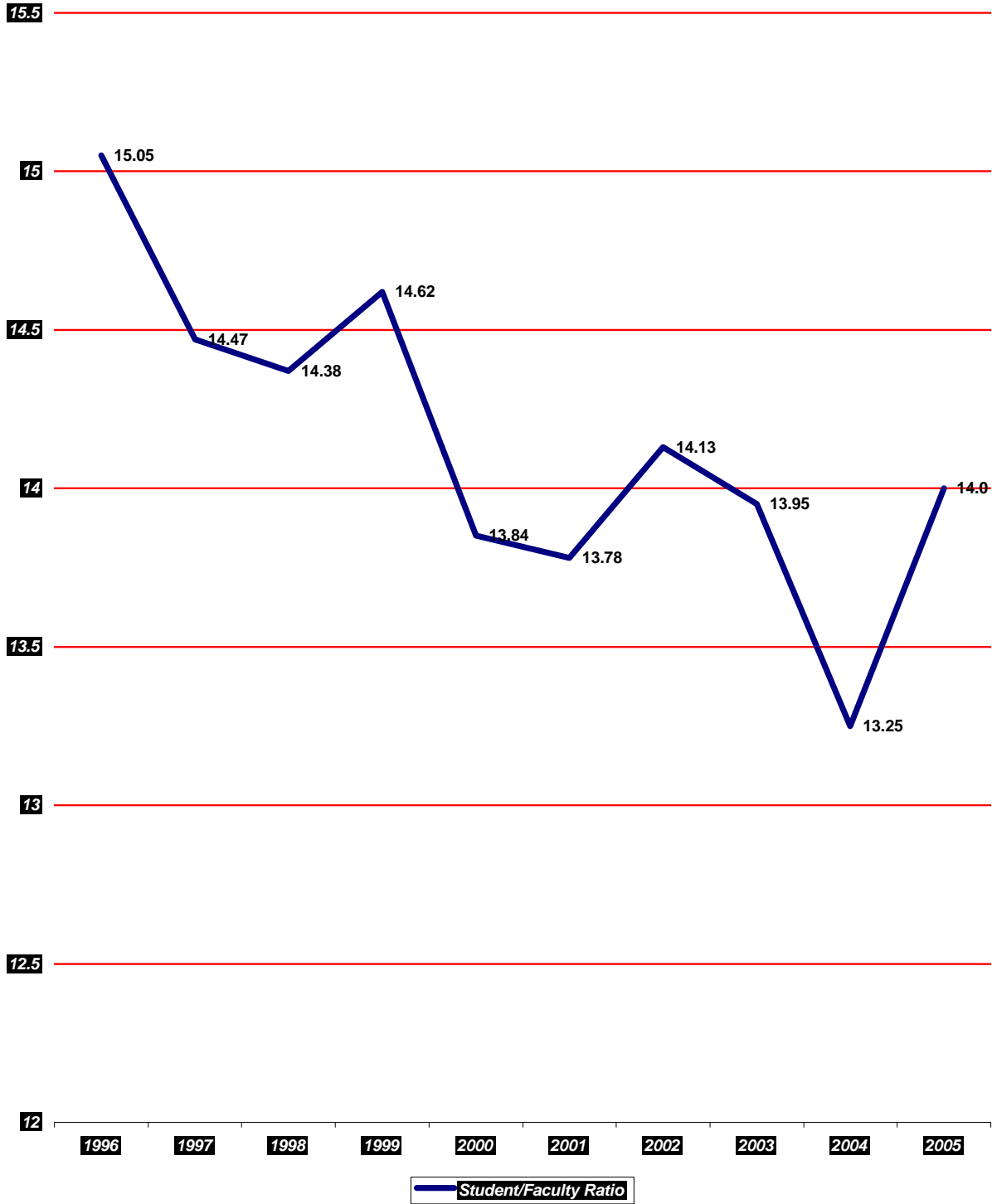
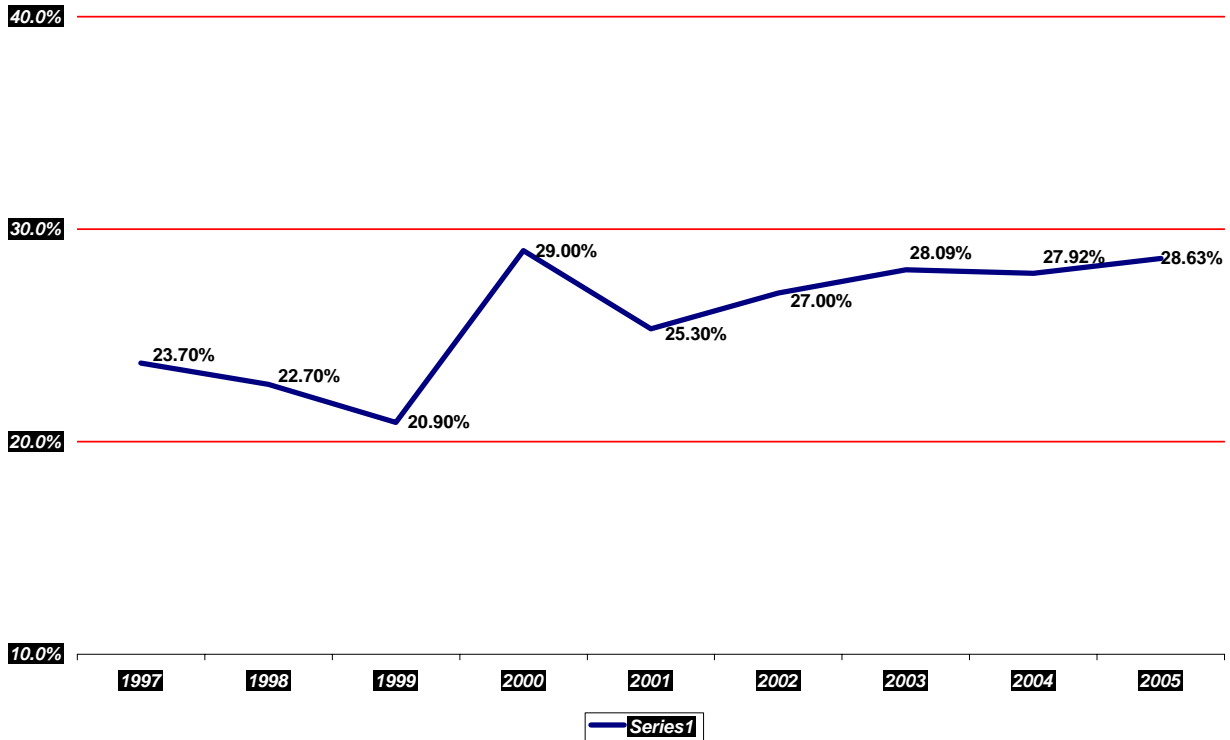


Figure 9

Percentage of Sections Taught by Adjunct Faculty



To achieve continuing increases in funded research.

- The Office of Government Grants and Sponsored Projects has undergone reorganization in order to be more productive, supportive and maintain compliance with all federal regulations.
- The Office of Government Grants implemented the ‘Satellite Office’ concept by holding office hours in each of the colleges on a rotating basis.
- Providing training, presentations, and tutorials has been added to the mission of the Grants Office.
- Rowan University was invited to join the Federal Demonstration Project as an “emerging research university.” This forum allows universities to work collaboratively with federal agencies to improve the funding process.
- New proposal submissions have increased. Submissions for FY04 were \$1,071,870 while submissions for FY05 totaled \$2,802,096.

To achieve significant increases in scholarly productivity, research and creative activity, with a particular emphasis on research that directly involves students and staff.

To achieve significant increases in the extent of community service activity involving collaboration among faculty, staff and students.

- Sixty-five percent of all eligible faculty are receiving an adjusted load to accomplish these objectives. A review of activities will occur at the end of the academic year.

To promote collaborative efforts with employers to provide more professional preparation opportunities for students and graduates.

- The CAP Center collaborates with the William G. Rohrer College of Business to conduct employer consultations on and off site in order to promote full-time employment and internship opportunities.
- The CAP Center continues to enhance the Off-Campus Federal Work-Study Program opportunities with non-profit, government, and schools in order to provide students with career exploration, mentoring, and credential building through meaningful work assignments in the community.

G. Professional Staff

Strategic objectives are:

1. To continue to recruit and develop a diverse professional staff that is of excellent quality, student-service-oriented and highly productive.

- In the area of recruitment, the University allocated the funding to join the newly established New Jersey Higher Education Recruitment Consortium (NJHERC). The goal of NJHERC is to provide increased exposure for the member institutions (currently comprised of 19 four-year colleges and universities and nine community colleges) and for the positions they are trying to fill for prospective candidates and spouses/partners, in all employee groups (faculty, librarians, professional staff, and support staff). The quality of professional staff hired over the past year has been judged to be very high.

2. To provide adequate opportunities for technical and professional development in order to assure that professional staff is able to maintain currency and can continue to function effectively in their fields.

- Given the state of the university budget, funding for initiatives related to recruitment, professional development and other activities has not increased. It is anticipated that as the budget becomes better, increased funding will be realized. However, the University continued to support the Professional Development Grant Program for professional staff with an allocation of \$20,000, an increase of \$10,000 from its original allocation at the program's inception. In addition, the University continues to establish a \$500 professional development fund for all newly hired professional staff. Professional staff serving on a multi-year contract are also eligible to apply for and receive funding from the Career Development Program. Funding for travel and other professional development activities are also supported within individual offices and units when available.

3. To provide release time and funding support to encourage professional staff to participate in research and service along with faculty and students.

- This is an area where progress has been slow because of the cuts in the University's appropriation.

H. Support Staff

Strategic objectives are:

- 1. To continue to recruit and develop a diverse support staff that is of excellent quality, service-oriented and highly productive.**
 - Support staff hired during FY 05 were judged to meet this objective
- 2. To provide adequate opportunities for technical and professional development in order to assure that staff are able to maintain currency and can continue to function effectively in their fields.**
 - The Office of Human Resources continues to provide a yearly schedule of training and professional development opportunities for support staff to enhance their knowledge and skill level, particularly in the area of technology. Also, with the transitioning to the Banner system, support staff has been directly involved in the training component of the conversion process to better prepare them to utilize the system and its various features.

I. Wellness

The strategic objective is:

To develop a comprehensive wellness program for students and employees.

- A university task force began work on a campus wellness initiative in August 2005. The task force report is due May 2006.

J. Administrative Organization/Support/Shared Governance

Strategic objectives are:

To develop a systematic approach to shared governance.

The systematic approach to shared governance and administrative collaboration resulted in the following:

- Implementation of a new general education model.
- Implementation of a new faculty work load model in the fall of 2005 that provided for faculty research, scholarship, and community service.
- Continuation of dialogue by the President, his cabinet and other members of the administrative team with the Senate and its various committees.
- Continued collaboration of representative members of the all University Budget and Planning committee in advising the President of the budgetary and planning priorities of the University community.
- Continued work by the University Master Plan Committee with master. planning consultants Sasaki and Associates. Full committee meeting as well as numerous subcommittee meetings has resulted in healthy dialogue and considerable input in the University's Master Plan.

To develop an administrative structure that will effectively support a learning-centered environment.

- Administrative reorganization of the Division of Administration and Finance is underway. Several changes have been made and several changes will be made that will provide greater support and assistance to the entire University community.
- Four University departments with related functions that had reported to four different administrative divisions have been unified in the new Division of University Relations. University Marketing, University Publications, University Relations and Web Development are now working together in efforts of promoting and enhancing the Rowan University image. Strategic objectives for this new division were developed in December, 2005 and have been communicated to the Provost.

K. Facilities

Strategic objectives are:

1. To achieve significant progress toward completion of the ten-year facilities master plan.

The University is in the process of developing a new overall Campus Master Plan with the assistance of Sasaki Associates. The new campus plan is broad-based, drawing upon input from a broad cross section of the campus community including students, faculty, staff, administrators, and stakeholders from surrounding communities. To date, Sasaki has developed several conceptual alternative plans which are being evaluated by the campus community. Significant effort has been focused on integrating the physical planning with the Academic Master Plan.

2. To provide academic buildings that support high-quality academic programs.

The new education building, with a project cost of \$28.5 million, was opened for classes in the spring of 2006. Programming is currently underway for new buildings for Liberal Arts and Sciences and the Camden Campus building. Programming will start in the next year for new buildings for the Colleges of Business and Communication

3. To provide attractive and functional residence halls on campus that will accommodate half of the full-time undergraduate students.

The \$34.5 million townhouse project was completed in the summer of 2005, and all units were open for the start of classes in the Fall 2005 semester. The town house complex includes a 562-space parking garage and a large community center that provides meeting rooms and laundry facilities. The next housing developments will likely be public-private partnerships to create residences for upper-class students near (but not on) the Rowan University campus. The first of these initiatives will likely be in the Rowan Boulevard redevelopment zone in Glassboro, with student apartments above street-level retail and restaurants. Up to 1500 beds are anticipated as part of the Rowan Boulevard project, with construction starting on the first phase of approximately 500 beds in the winter of 2006-2007.

4. To develop a campus that is aesthetically pleasing, indicative of the high quality of Rowan's academic offerings.

Sasaki Associates is developing a comprehensive signage and way finding program, to allow total upgrades and replacements of campus signage. When implemented, this will increase the

aesthetic level of campus and facilitate vehicular and pedestrian traffic flows to and from all locations on campus. Reorganization of the grounds staff into landscape management zones has resulted in 'pride of ownership' among the staff. This has led to increased efforts to maintain an attractive campus environment. In addition, efforts are underway to provide cosmetic improvements to high-visibility buildings such as Westby and Bosshart Halls.

5. To enhance the appearance and infrastructure of the campus.

Work continues to replace and repair aging infrastructure (*e.g.* steam lines), and to install new campus-wide cooling via the Chilled Water Plant. Installation of the new Cogeneration plant will continue through 2006.

6. To provide effective security for faculty, staff and students, and for personal and University property, in all buildings on all campuses.

A new policy has been implemented requiring background checks for new hires and contract personnel on campus. Security cameras have been added as requested by certain departments to aide in security for such public areas as library rooms and computer labs. The number of credentialed police officers has been increased to seven to allow for one police officer on every shift twenty-four hours a day, seven days a week.

L. West Campus

Strategic objectives are:

1. To provide a location for the South Jersey Technology Park.

Groundbreaking for the first building of the South Jersey Technology was held in April 2006. The first building, dubbed "The Innovation Center" will be a 45,000 square-foot high performance building designed and built with environmental sustainability in mind from the beginning. Tenants for the first floor of the building include Rowan's College of Engineering and the Center for Innovation and Entrepreneurship. Commercial tenants will occupy the second floor.

2. To provide space for athletic fields that are displaced from the main campus.

Rowan University has entered into an agreement with Major League Soccer to create an athletic complex on the West Campus in a public-private partnership. The "Rowan West" project promises to create world-class facilities for all of Rowan's intercollegiate athletics, as well as a mix of retail, residential, and a hotel. This will create space on the main campus for construction of new academic buildings.

3. To provide room for residence halls and Greek organizations.

Ample room is available for traditional residence halls, specialty-themed housing (*e.g.* for Honors students), and for Greek organizations on both the main and west campuses and in the Rowan Boulevard redevelopment area.

4. To provide room for new and expanded academic programs when the availability of funding makes it possible to increase the University's enrollment.

Ample space will be available on the main campus for new academic buildings when athletic fields are relocated to the Rowan West complex. Specific locations for buildings are being determined by the Campus Master Plan committee in conjunction with Sasaki Associates.

M. Community Outreach, Institutes and Continuing Professional Education

Strategic objectives are:

To give new impetus to the University's community service mission by implementing effectively a new incentive program for faculty to engage in such activities.

- This initiative has been folded into the adjusted load program. Of the 230 approved adjusted load applications, 15 were for extraordinary service projects.

To build on Rowan's growing leadership in the area of life-long learning, particularly in the area of continuing professional education.

- The Education Institute continues to provide programs of continuing professional education that are highly regarded. Examples of new programs include a tuition-driven program in the Education Institute to increase the expertise of new administrators in the public schools.
- The Management Institute has entered a contract with e-Learning, a Colorado-based company, in order to develop a distance-education component. The Management Institute is also discussing a proposal for articulation programs with Universidad Rafael Landivar in Guatemala.
- The LAS Institute continues to offer professional development non-matriculated courses for substance abuse counseling, math and science teachers and environmental services for the community at large in both Gloucester and Camden Counties.
- The College of Engineering offered pilot continuing and professional education courses in Soil Erosion and Sediment Control through the Engineering Outreach Office. One course focused on design professionals, the other on contractors. Both courses were taught by staff from the NJ Department of Agriculture and several county Soil Conservation Districts, and turned a handsome profit. Additional offerings are in the planning stages.

To expand the services of outreach programs to provide state-of-the-art business and process-improvement methodologies to schools, businesses and government.

- The Management Institute offered process improvement and related training to ten major clients. MI has also developed its first distance education program and is currently marketing it. MI's effort to organize the glass industry has resulted in several companies forming a trade association.
- The Center for Addiction Studies facilitates the New Jersey Higher Education Consortium which has an extensive network of over 40 colleges and universities in the state of New Jersey. The Center for addiction studies also continues to produce nationally reviewed and award-winning videos in the fields of substance abuse and prevention. The reach of the Center for addiction studies is also international. Many of the funded projects have received national and international notoriety.

- McSIIP/ NJ SSI is a collaborative effort of the New Jersey Department of Education, Rutgers University, Rowan University, other institutes of higher education, individual schools, school districts, professional organizations, statewide resource groups and representatives of the state's business community.
- The South Jersey Math Partnership at Rowan University is an intensive professional development project involving Rowan University and 16 school districts in South Jersey. The Partnership will improve the quality of middle grades mathematics teachers by deepening their understanding of mathematical content and pedagogy. The project involves at least 80 teachers of grades 5-8 mathematics, split into two cohorts. Each participant will be involved in a total of 120-200 hours of professional development activities over an 18-month period.
- Service provided through the Education Institute of Rowan University and the Beginning Teacher Induction Center (BTIC) continued to grow last year. The Institute, in addition to running 37 off-campus graduate courses, 59 regional conferences, and 178 in-district workshops, entered into 11 consulting contracts with local school districts. The Institute was also successful in receiving two major grants: a \$1.47 million Teacher Quality Enhancement Grant from the U.S. Department of Education; and, a \$250,000 Alternate Route Grant from the NJ Department of Education. The Southern Regional Provisional Teacher Training Center also received a continuation contract for this year from the NJ Department of Education, which totals approximately \$300,000. BTIC, in addition to its regular schedule for southern New Jersey, continued its expansion into northern New Jersey. BTIC entered into several contracts with school districts north of Trenton, and it developed a collaborative initiative with Kean University and the NJ Department of Education.

To develop plans for coordination and expansion of the roles and activities of institutes and centers.

To explore the desirability of developing a separate administrative structure to manage the University's outreach efforts.

- Building on the recommendations of national expert Robert Zemsky, dialogue has continued in many parts of the University regarding the future of off campus course offerings. A University College Task Force has been formed and will be assisted by the efforts of a marketing consultant to help identify the needs, opportunities and potential market.

To build on the development of the South Jersey Technology Park as a new avenue of promoting both interaction with industry and economic development for the entire region.

- The South Jersey Technology Park has begun the development of the Innovation Center, which is the first building to be constructed at the Tech Park. As designed by architects UJMN, the Innovation Center will be a two-story 45,000 SF laboratory, office and incubator building, with Rowan University's College of Engineering and Center for Innovation and Entrepreneurship as anchor tenants in the first floor. Construction on the building is planned to commence in spring 2006.

To build on the University's growing network of linkages with high schools, county colleges, other colleges and universities, and graduate and professional programs.

Rowan University continues to develop articulation agreements and partnerships with area high schools, county colleges, P-12 districts, and sister institutions in all of its colleges and through the centers and institutes.

- This year, a new initiative, the Glassboro High School Fellowship Program (GHSF), was implemented. Graduating Glassboro High School seniors who meet certain criteria are eligible to receive an \$8,000 annual stipend in the GHSF program plus an additional \$8,000 annual stipend through the Rowan's Presidential Scholarship. The scholarships are to be used exclusively for academic expenses such as tuition, fees, room, board, and textbooks.
- The International Center facilitated the signing of bilateral agreements with the University of Korea in Seoul, and La Serena University in Chile. Additionally, there are ongoing discussions and/or pending agreements with universities in Australia, Argentina, China, India, Italy, and Turkey
- The Biological Sciences Department signed two bilateral agreements, one with Ross University and the other with George Washington School of Medicine. Both programs are 4/4 programs.
- To date, the LAS Institute is actively engaged in research partnership with other universities and research centers. One such partnership is with the Mississippi State University Social Science Research Center. The fundamental goal of this research partnership is to broaden the breadth of community-based research in the wider community. Moreover, research partnerships with Rutgers New Brunswick and Newark are currently under review by NJSSIP and the Center for Addiction Studies.

N. Resources

The strategic objective is:

1. To generate adequate resources to pursue the objectives of the University.

Budgetary restrictions continue to be a major limiting factor in achieving many of the University's objectives. These problems have been compounded by recent reductions in the appropriations from the State of New Jersey. One result has been that tuition and fee revenues fund an increasing percentage of the University's operations. The University must increase the number and diversity of financial resources to support the University's goal while minimizing dependence on student tuition. Progress has been made in grants awards, and fundraising continues to get stronger. The University continues to explore alternative revenue sources and is working to increase the effectiveness and efficiency with which the University manages all of its resources.

O. University Advancement

Strategic objectives are:

To raise \$4 million in gifts and pledges from all sources in FY06.

- One of the major objectives of University Advancement is to reach and sustain a high level of annual giving to the University. In fiscal year 2005, Advancement's efforts added \$26.1 million in private gifts, pledges and government grants to the portfolio. This total includes \$383,500 from the annual fund solicitation, \$803,000 in foundation, corporate and government grants, \$23.6 million in major gifts/planned gifts/pledges, and over \$1.4 million in other gifts and activity revenues. The following table displays fundraising results from the

past five years. Results for fiscal year 2006, which is now under way, are expected to meet the stated objective.

Table 2 – Fundraising by Year, Exclusive of Gifts Fulfilling the Rowan Pledge.

FY01	FY02	FY03	FY04	FY05
\$7,464,927	\$4,946,544	\$6,385,977	\$5,534,893	\$26,155,397

To continue to pursue an aggressive donor cultivation program.

- The fund-raising staff will use a personal approach to contact approximately 9,000 donors by telephone, letter or in person during the year. The goal of this process is to encourage donors to increase the size of their previous gift. With the addition of a Development Research Analyst position, we are looking to identify 25 individuals who have the potential to give a gift of \$1,000 to \$9,999. We are also looking to identify 25 individuals who have the potential to give of gift of \$10,000 or more. Lastly, we are expecting to identify five individuals with the giving capacity of \$1 million plus. The fund-raising staff will approach the prospects identified for an initial gift.

To use the successful capital campaign to identify future prospects for major gifts.

- We will be researching a group of loyal donors who have given every year for the past five years to identify 150 potential major gift prospects. We will also be reviewing graduates of the years 1965 through 1980 to determine major gift prospects. The majority of these prospects were identified because of the capital campaign.

To increase the percentage of alumni making gifts to the University by one percentage point each year for the next several years.

- Typically the year after a Capital Campaign, the number of gifts decreases in both amount and number. Fiscal year 2004 marked the closing of *Building Bridges: The Campaign for Rowan University*. During fiscal year 2005 the Foundation had a decrease in the number of gifts, but had an increase in the amount received because of the receipt of two major gifts. We are continuing to work to increase the percent of donors for fiscal year 2006.

P. Marketing

Strategic objectives are:

To establish Rowan University in the market niche that is best suited to its plans.

- The University has achieved some measure of success in establishing itself as a moderate-cost, high-quality institution. This is perhaps indicated most strongly by the continuing improvements in the quality of the incoming classes, as demonstrated by the most common objective measures. In a statewide survey, Rowan is among the top five best-known colleges/universities in the state and is considered among the five colleges/universities offering the best quality of education.

To determine the needs and expectations of the publics served by the University and to develop and offer programs and improvements to meet those needs.

- Surveys of incoming freshmen and of students who were accepted but did not enroll provide a wealth of information that is being used to shape the development of academic programs.

In addition, the Student Satisfaction Index survey is implemented and evaluated at regular intervals.

To develop student recruitment plans that are tailored to assist specific departments in attracting larger pools of strong applicants for admission.

- Based on the success of the first year of the “micromarketing” project, the Office of University Marketing is developing materials for all majors and departments to assist with recruitment.

To provide reinforcement of the student recruiting, fundraising and employee recruiting activities of the University by enhancing its name recognition.

- The name-recognition advertising campaign is appearing in publications that are likely to be read by opinion leaders in north and central New Jersey. Since the campaign began in 2000, the ratio of students from north and central New Jersey increased from 32% to 40%. Also, academic quality has replaced cost as the number one reason students choose Rowan.

To assist students to prepare and position themselves as strong candidates for further academic studies and for employment.

- The VOF Learning Communities and the Career Development Modules in the College of Business are continuing efforts in this area.

To develop and pursue an integrated marketing program, with consistent visual and verbal effects that conveys the increased scope of the University’s role.

- The new University logo was successfully introduced to the University community and has been widely adopted across all sectors of the University. The new identity will reinforce the University's position by building recognition of its developing strengths.

Conclusion

As with Rowan University’s planning process itself, this report on the University’s success in fulfilling its plans is a work in progress. It is a means of assuring institutional effectiveness by assessing progress toward our objectives. The entire University community is particularly invited to consider the implications of elements of this report for the revision of the five-year plan. All suggestions for modifications, additions, and deletions to this plan may be forwarded to Christy Faison (faison@rowan.edu) by **June 5, 2006** for the 2006-2011 Strategic Objectives document.