

Academic Master Plan

Purpose and Context

This document is meant to be viewed in conjunction with the University's Strategic Plan which charts the University's objectives on an annual basis, and the Campus Master Plan, currently under development by the Campus Master Plan Committee in consultation with Sasaki & Associates.

The Academic Master Plan sets forth the academic priorities and initiatives of Rowan University. It provides a conceptual framework for articulating the values and needs of the campus community with respect to academic planning. The Academic Master Plan includes both assessment of the current academic situation and the development of criteria for assessing new programs. It then proposes actions within a phased, long-term context that will realize Rowan's institutional identity and goals as found in the Mission, Vision and Core Values. By doing so, the Academic Master Plan provides strategies for increasing academic excellence within the Academic Affairs Division and sets forth a plan that the Campus Master Plan Committee can use to prioritize future construction.

Rowan University as a Multi-campus Institution

In its growth, Rowan University is emerging as a multi-campus institution.

The **main campus in Glassboro** houses undergraduate and graduate programs across six academic colleges and the Graduate School. Centers and institutes are located on the main campus and in the surrounding community of Glassboro.

Rowan University at Camden, located in an urban University District environment, offers a full range of general education courses, three baccalaureate majors, and a unique ESL program. Collaborative relationships with Camden County College and Rutgers University – Camden provide students with cross-registration at all three institutions.

The **West Campus** will be home to the South Jersey Technology Park at Rowan University. In addition, new residential, athletic and academic facilities will be considered for this campus.

Rowan Vision

Rowan University aspires to be a premier public institution of higher education offering high quality programs from the bachelors through the doctorate, combining liberal education and professional preparation with a strong focus on collaborative, interdisciplinary learning opportunities in real-world settings.

Organization of the Remainder of the Document

Given the above Vision, the remainder of this document is divided into three sections. The first, (*Where We Stand*), provides an assessment of Rowan's current situation, and the values Rowan holds. The second section provides a discussion of our priorities and the initiatives that will help us attain them. The final section sets forth a timetable and implementation requirements.

Where We Stand

Where We Stand is defined by several pieces:

- 1) Rowan Mission
- 2) Core Values
- 3) The Academic Environment at Rowan University
- 4) Characteristics of the Rowan Graduate

Rowan Mission

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social, and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

Core Values

It is important that as we expand academic offerings, we maintain the ability for maximum student-faculty interaction in learning-centered environments. All current and new programs will reflect the following core values:

- Liberal education combined with experiential/applied learning
- Diverse perspectives
- Global perspectives
- Ethical responsibility
- Civic responsibility

We pursue these values through the following avenues:

- Learning-centered environments with high level of student-faculty interaction
- Interdisciplinary learning and teaching
- Collaborative learning and teaching
- Faculty committed to teaching excellence
- Challenging learning environments that promote life-long learning
- Assessment of learning outcomes

The Academic Environment at Rowan University

The academic environment at Rowan University is characterized as rigorous, challenging, collaborative and learning-centered, where theory and practice are fused. Our programs promote an environment where learning is pervasive, and social concerns and civic responsibilities are priorities. Rowan faculty model a balance of teaching and research. In addition to providing excellent classroom instruction, faculty members enjoy productive research agendas that inform and enhance classroom instruction and add to the intellectual vitality of the university and region.

A hallmark of both undergraduate and graduate education at Rowan University is student collaboration with faculty in research and creative activities. Faculty and students engage in interdisciplinary learning that crosses departmental and college boundaries.

The academic community at Rowan University is committed to service and partnerships. Each college maintains active involvements with area businesses, schools, and community agencies. Commitment to service is expected by faculty, staff and students alike.

Characteristics of the Rowan Graduate

Taking into consideration the Mission, Core Values, and Academic Environment, we can determine that the Rowan graduate reflects the following characteristics:

- Informed, critical thinker
- Liberally educated
- Professionally prepared
- Able to lead
- Ethically and socially responsible
- Adaptable to change
- Information literate

Priorities

The Academic Master Plan identifies two major priorities for Rowan University:

a) Enhancing Existing Programs, and b) Optimizing Opportunities for Growth. Specific goals and strategies for implementation of the priorities are delineated in the University's Strategic Plan.

Priority 1: Enhancing Existing Programs

Our first priority is to strengthen and enhance existing programs, and address the backlog of programs already in the planning process but that have yet to be implemented. Further, we must make Rowan's core values part of every Rowan student's experience.

The Academic Master Plan proposes to strengthen existing programs through the following five initiatives:

- Ensure greater faculty success
- Ensure greater student success
- Ensure greater programmatic success
- Increase diverse and global perspectives
- Increase intellectual, social, and cultural contributions to the region

Priority 2: Optimizing opportunities for growth

As funding becomes available, Rowan University is poised to expand. Recognizing that some faculty desire to retain the relative size and selectivity of the University at the undergraduate level, we support modest growth in selected

undergraduate programs, and more substantial growth at the graduate level or in new undergraduate programs not currently offered in the region, including partnerships with other institutions in joint degrees. Such a model- one that supports substantial growth in the graduate area - would allow the university to maintain its commitment to learning communities, experiential and applied learning, and would have less of an impact on the need for additional facilities. Table 1 illustrates a potential growth model.

As new programs are explored and prioritized, it will be necessary to assess them using the following criteria:

- Addresses core values
- Responsive to desired characteristics of Rowan graduates
- Relationship (centrality) to Rowan mission and likelihood of State approval
- Demand (market and student)
- Resources required for implementation, such as faculty, space, operating budgets, equipment, personnel, assistantships, assessment
- Impact (Responsiveness to region/state/nation)
- Opportunity to enhance the reputation of the University

See Figure 1 for a schematic of this process. Further, as programs are planned, they should be benchmarked against standards of the discipline, accrediting bodies, and other existing programs of high quality.

Implementation

For the purposes of illustration, implementation of the Priorities is discussed via three phases of development, with Phase 0 reflecting our current status.

Phase I: present and near future, little growth, 10,000 students enrolled, enhancing existing programs, and addressing the backlog of currently proposed programs that have not yet been implemented. This will require hiring of adequate faculty and improving facilities to ensure that resources and facilities address current needs/deficiencies.

Phase II: modest growth, up to 12,500 students enrolled, contained on Main Campus, new programs initiated. This figure is derived from Sasaki's assessment of maximum optimal growth on the main campus.

Phase III: significant growth up to 15,000 students, significant development at locations other than Main Campus, additional new programs initiated. *Growth at this level may require a significant change in mission.*

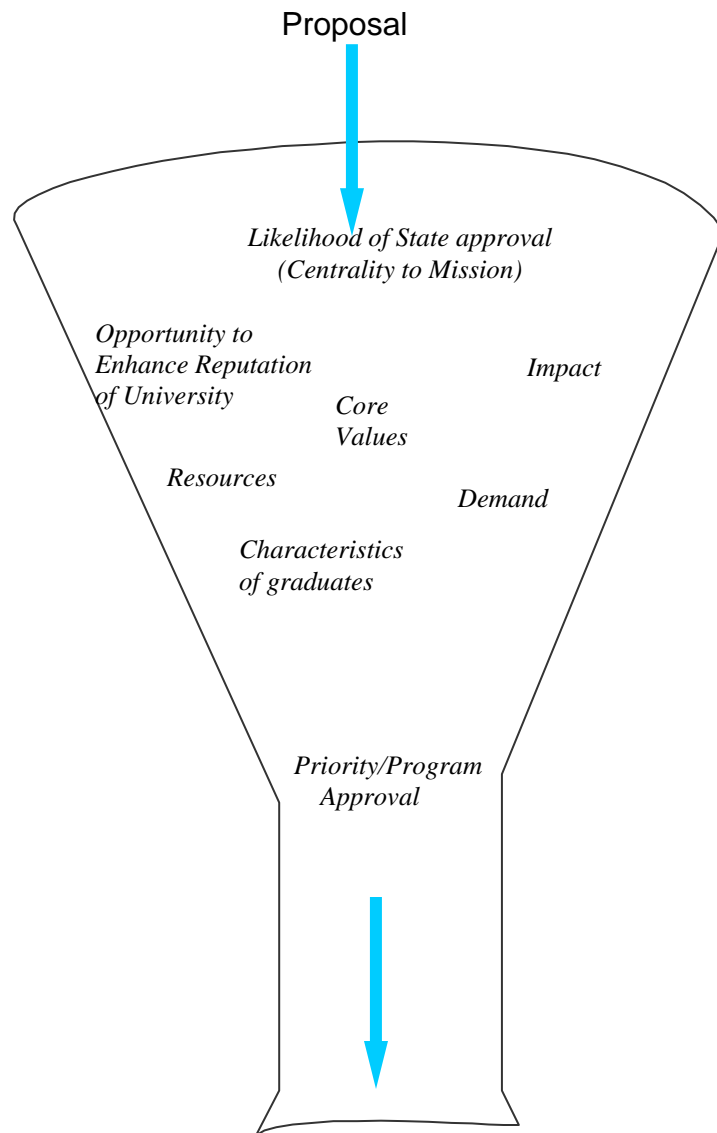


Figure 1: Process for New Program Approval

Table 1 provides hypothetical future growth levels divided between graduates and undergraduates. The ratio of undergraduate to graduate students is based on our desire to maintain applied experiential opportunities for our undergraduate students, and increase the graduate student population especially fulltime graduates.

	<i>Undergraduate</i>	<i>Graduate</i>
Phase I (10,000 students)	8,500	1,500
Phase II (12,500 students)	10,250 (+ 1,750) 20% growth	2,250 (+ 750) 50% growth
Phase III (15,000 students)	12,000 (+ 1,750)	3,000 (+ 750)

Table1: Undergraduate and Graduate Student Numbers at Illustrative Levels

Phase I: **Enhancing existing programs**

College of Business

- Professional staff positions permitted by Rohrer gift to accommodate transition to applied, project-based business curriculum: Outreach/Placement Director; Technology Support Specialist; and Project Manager
- Accommodate adjusted faculty workload and professional accreditation efforts
- Address program needs in Entrepreneurship, Marketing, and Management
- Add 7 faculty and 4 staff positions

College of Communication

- Address current student demand and adjunct percentages [1, 2, 3]
- Create separate BA degrees for specializations
- Undergraduate concentration in Integrated Digital Communication [1, 2, 3]
- Very limited increases across existing undergraduate programs
- Add 9 fulltime/8 part-time faculty, and 3 staff positions

College of Education

- Address adjunct percentages [1]
- Additional staff positions for new building [1]
- Increase in M.Ed
- Add 20 faculty and 2 staff positions

College of Engineering

- Stabilize undergraduate enrollment through enrollment management
- Enhance MS enrollment to a stable level of 40
- Bio-X concentration resulting in increased enrollment [1, 2]
- Fully develop Materials Science concentration with LAS [1,2]
- Enhance the MS programs across all disciplines [1,2]
- Add 4 faculty and 2.5 staff positions

College of Fine & Performing Arts

- Increases in existing undergraduate programs
 - Art education, (studio art), art/lib art), mus/lib art, music education, theory/comp, jazz studies, performance, theatre, child drama

- Increases in existing graduate programs
 - MM (, MA music education, MA theatre, COGS theatre
- NEW BA in Dance
- NEW BS in Recording Technology
- NEW Art History Minor
- NEW MST in Dance
- NEW MST in Theatre
- NEW specialization in graphic design in BFA program
- Add 9 fulltime/4.5 part-time faculty, and 2 staff positions

College of Liberal Arts & Sciences

- Address high percentages of adjuncts
- Enhance existing Centers
- Increases in existing undergraduate programs
 - American studies, biological sciences, chemistry, computer science, English, foreign language, geography, history, law/justice, math/science, math, political science, psychology, sociology
- Increases in existing graduate programs
 - MA math , MA psychology
- Implement MA in Criminal Justice
- Add 21 fulltime/5.75 part-time faculty and 7 staff positions

Campbell Library

- Additional book and database acquisitions [2]
- Expanded archives and special collections [1, 2]

Rowan University at Camden

- New academic building with enhanced programming [2, 3]

Address Backlog of Approved Degree Programs* - Priority Order

MA in Criminal Justice (LAS) [1] (will be implemented fall 2007)
 BA in Environmental Studies (LAS) [1] (will be implemented fall 2006)
 BA in Dance (FPA) [1, 2]
 BA in Africana Studies [1]
 MST in Dance (FPA) [1]
 BA in Philosophy and Religion (LAS) [1]

*only the MA in Criminal Justice and BA in Environmental Studies have been fully approved at all levels. The remaining programs have been held up at various other approval levels.

Phase II Modest Growth, New Programs Initiated

College of Business

- Phase out accounting specialization
- Increase in accounting major
- Increase in finance specialization
- Increase in entrepreneurship specialization
- Increase in MIS specialization
- Increase in management specialization
- Increase in human resource specialization
- Increase in marketing specialization
- Increase in MBA
- NEW MS in Finance
- NEW BS in Hospitality Management
- Add 11 faculty, 7 staff

College of Communication

- Meet increased GE obligations [1, 2, 3]
- Increase in communication studies
- Increase in journalism
- Increase in advertising
- Increase in public relations
- Increase in R/T/F
- Increase in writing arts
- Increase in MA in public relations
- NEW Ph.D. in Writing [1, 2]
- NEW MFA in Creative Writing [1, 2]
- Add 12 fulltime/7 part-time faculty, and 3 staff positions

College of Education

- NEW literacy track in M.Ed. [1]
- NEW MA in Speech/Language Pathology [1, 2, 3]
- NEW MA in Health Promotion Management [1]
- NEW Adventure Education certificate program
- NEW Drivers' Education certificate program
- Add 5 faculty positions

College of Engineering

- NEW enhanced CEE program in surveying and construction
- NEW BS/MS in Bioengineering
- NEW MS in Engineering Management [1, 2]
- NEW MS in CHE
- NEW MS in CEE
- NEW MS in ME
- NEW MS in ECE
- Add 10 faculty and 4 staff positions

College of Fine & Performing Arts

- Increases in existing undergraduate programs
 - Art education , studio art, art/lib art, mus/lib art, music education , theory/comp, jazz studies, theatre, child drama, dance, graphic design, recording technology
- Increases in existing graduate programs
 - MM, MA music education
- NEW BS in Art History
- NEW BA in Interdisciplinary Arts
- NEW BA in Business of Music
- NEW MFA in Performance Arts
- NEW MFA in Interdisciplinary Creative Arts
- NEW specialization in glass art in BFA program
- Add 7 fulltime/2 part-time faculty, and 2 staff positions

College of Liberal Arts & Sciences

- Address increase need for service G.E. courses
- Allied Health programs with Cooper Hospital-Camden
- Center for Language Acquisition
- Materials Science Center
- Stabilize enrollments in American Studies, biological sciences, English, history, law/justice, psychology, sociology
- Increases in existing undergraduate programs
 - BSN, chemistry, computer science, economics, foreign language, geography, math/science, physics , political science
- Implement BA in Environmental Studies
- NEW BA in Africana Studies
- NEW BA in Philosophy & Religion
- NEW MS in Nursing
- NEW MS in Computer Science
- NEW MA in History
- Add 11 fulltime/10 part-time faculty and 1 staff positions

Campbell Library

- Additional book and database acquisitions [1, 2]

Phase III Significant Growth, New Programs Initiated

College of Business

- Increase in accounting major
- Increase in finance specialization
- Increase in entrepreneurship specialization

- Increase in MIS specialization
- Increase in management specialization
- Increase in human resource specialization
- Increase in marketing specialization
- Increase in MS in Finance
- Increase in Hospitality Management
- Add 12 faculty

College of Communication

- Meet increased GE obligations [1, 2, 3]
- Increase in communication studies
- Increase in journalism
- Increase in advertising
- Increase in public relations
- Increase in R/T/F
- Increase in writing arts
- NEW MA in Advertising [1, 2]
- NEW MFA in Radio/Television/Film [1, 2, 3]
- NEW MJ in Journalism [1, 2]
- Add 10 fulltime/7 part-time faculty, and 4 staff positions

College of Education

- NEW Doctorate in Special Education [1]
- NEW MA in Health and Physical Education[1,]
- NEW MA in Exercise Science [1]
- NEW Post-baccalaureate program in adaptive PE
- Add 4 faculty positions

College of Engineering

- Increase in BS/MS in Bioengineering [1, 2]
- Increase in Surveying and Construction (CEE) [1, 2]
- Increased enrollments in all programs (CEE, ME, ChE) ECE [1, 2]
- Advanced Materials – Graduate [1, 2]
- ECE minor
- NEW Ph.D. in ECE
- Systems Engineering
- NEW Ph.D. in Bio-Technology
- Add 29 fulltime/3 part-time faculty and 1 staff positions

College of Fine & Performing Arts

- Increases in existing undergraduate programs
 - art/lib art, mus/lib art, jazz studies, performance, theatre), dance, recording technology, graphic design, glass art, art history, business of music
 - Decrease in Child Drama?

- Increases in existing graduate programs
 - MST in Dance, MST in Theatre
- NEW specialization in Accompanying in BM
- NEW specialization in Music therapy in BA
- NEW MFA in Art
- NEW MA in Arts Management
- Add 13 fulltime/10 part-time faculty, and 4 staff positions

College of Liberal Arts & Sciences

- Increases in existing undergraduate programs
 - BSN, computer science, economics, English, foreign language, geography, history, law/justice, math/science, math, physics, political science, psychology, sociology, environmental studies, Africana studies
- Increases in existing graduate programs
 - MSN, MS computer science, MA in Criminal Justice, MA math
- NEW MA in Economics
- NEW MA in English
- NEW MA in Political Science
- Add 19 fulltime/10 part time faculty and 2 staff positions

Campbell Library

- Additional book and database acquisitions [1, 2 capacity at maximum, new construction needed]

Rowan University at Camden

- MA in Arts Management (FPA) [1]
- MA in Urban Education (EDU)
- Urban teaching track in undergraduate elementary specialization (EDU)

West Campus

- Teacher Renewal Center (EDU)
- Parent Training Center (EDU)

Other

- College of Pharmacology
- Hotel/Restaurant Management

<p>Key</p> <ul style="list-style-type: none"> 1- requires additional faculty/staff 2- requires facilities/space 3- technology needs
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