



Annual Institutional Profile Report

Fall 2014



Rowan University

In accordance with the 1994 Higher Education Restructuring Act to “prepare and make available to the public an annual report on the conditions of the institution,” Rowan University has prepared the Rowan University Institutional Profile Report for the Fiscal Year 2014

The form and content of this report is established by the Office of the Secretary of Higher Education. It includes.

- A. Accreditation status;
- B. Number of students served;
- C. Characteristics of undergraduate students;
- D. Student outcomes;
- E. Faculty characteristics
- F. Profile of the institution
- G. Major research and public services activities
- H. Major capital projects underway in Fiscal Year 2014

We hope this report will prove useful to the Office of the Secretary of Higher Education and to the public.

On behalf of Rowan University,

A handwritten signature in black ink, appearing to read "Ali A. Houshmand".

Dr. Ali A. Houshmand
President
Rowan University

Annual Institutional Profile of Rowan University, 2014

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STATEMENT OF ACCREDITATION STATUS

ROWAN UNIVERSITY

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Phone: (856) 256-4000; Fax: (856) 256-4929

www.rowan.edu

Chief Executive Officer: Dr. Ali A. Houshmand, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 10951 Undergraduate; 1650 Graduate

Control: Public

Affiliation: Government-State- none

Carnegie Classification: Master's - Larger Programs

Approved Degree Levels:

Bachelor's, Postbaccalaureate Certificate, Master's, Post-Master's Certificate, Doctor's - Professional Practice, Doctor's - Research/Scholarship;

Distance Education Programs: Fully Approved

Accreditors Recognized by U.S. Secretary of Education: American Osteopathic Association, Commission on Osteopathic College Accreditation; Liaison Committee on Medical Education

Other Accreditors: Assoc. for Childhood Education International (ACEI), American Council on the Teaching of Foreign Languages (ACTFL), Council of Exceptional Children (CW), Education Leadership Constituent Council (ELCC), International Reading Assoc. (IRA), National Assoc. for the Education of Young Children (NAEYC), National Assoc. of School Psychologists (NASP), National Assoc. for Sport & Physical Education (NASPE), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Science Teachers Assoc. (NSTA), Teachers of English to Speakers of Other Languages (TESOL), The Assoc. to Advance Collegiate Schools of Business (AACSB), Accreditation

Board for Engineering & Technology (ABET - Chemical, Civil, Electrical/Computer, Mechanical), Commission for MIS (ABET-CAC), Accreditation Board for Engineering & Technology (ABET-CAC- Computer Science), American Assoc. of Colleges of Nursing Commission on Collegiate Nursing Education (AACN CCNE), American Institute of Physics (AIP), Commission on Collegiate Nursing Education (CNURED).

Instructional Locations:

Branch Campuses: Rowan University at Camden, Camden, NJ

Additional Locations: Camden County College, Blackwood, NJ; Cooper Medical School of Rowan University, Camden, NJ; Cumberland County College, Vineland, NJ; Rowan University at Stratford, NJ, Stratford, NJ

Other Instructional Sites: Gloucester County College, Sewell, NJ; Inspira Medical Center, Woodbury, NJ; Mercer County College, West Windsor Township, NJ; Middlesex County College, Edison, NJ; New Jersey Principals and Supervisors Association (NJPSA), Jamesburg, NJ; Shore Medical Center, Somers Point, NJ; Stanford Hospital, Stanford, CA

ACCREDITATION INFORMATION

Status: Member since 1958

Last Reaffirmed: June 25, 2009

Most Recent Commission Action:

March 7, 2013: To note the visit by the Commission's representative and to affirm the inclusion of the additional location at Cooper Medical School of Rowan University, 401 South Broadway, Camden, NJ 08103 within the scope of the institution's accreditation.

March 7, 2013: To acknowledge the complex substantive change request and to include within the scope of the institution's accreditation the following changes: 1) the change in the established mission of the institution to incorporate the School of Osteopathic Medicine transferred to Rowan University from the University of Medicine and Dentistry of New Jersey by The New Jersey Medical and Health Sciences Education Restructuring Act; 2) changes in the governance structure of the University to include a joint board of governors for health sciences for Rutgers-Camden and Rowan University; 3) the offering of the PhD in Cell Biology, provisionally, pending approval by the Secretary of Higher Education of the State of New Jersey, and the offering of the DO degree; and 4) the additional location at One Medical Center Drive,

Stratford, NJ 08084. To remind the institution that the Commission requested that the Periodic Review Report (PRR), due June 1, 2014, should document steps taken to effectively integrate the Cooper Medical School of Rowan University into the institution's planning, assessment, and resource allocation processes. To further request that the PRR document the implementation of the transfer of the School of Osteopathic Medicine to Rowan University, the impact of finances on institutional operations, and the further development and implementation of the joint governance structure for health sciences.

Brief History Since Last Comprehensive Evaluation:

June 25, 2009: To reaffirm accreditation. The Periodic Review Report is due June 1, 2014.

June 25, 2009: To thank the institution for receiving the Commission's representative and to affirm the inclusion of the additional location at Camden County College, College Drive, Blackwood, New Jersey 08012, within the scope of the institution's accreditation.

January 3, 2012: To acknowledge receipt of the substantive change request and to (1) include the medical doctor (M.D.) degree within the scope of the institution's accreditation and (2) include provisionally the additional location at Cooper Medical School of Rowan University at Ferry Terminal Building, Two Aquarium Drive, Suite 305, Camden, New Jersey 08103 within the scope of the institution's accreditation pending a site visit within six months of commencing operations at the site. The Commission requires written notification within thirty days of the commencement of operations at the additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To request that the Periodic Review Report, due June 1, 2014, document steps taken to effectively integrate the medical school into the institution's planning, assessment, and resource allocation processes.

Next Self-Study Evaluation: 2018 - 2019

Next Periodic Review Report: 2014

Date Printed: September 11, 2014

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly withdrawn or the institution voluntarily allows its accreditation to lapse. In addition to reviewing the institution's accreditation status at least every 5 years, the Commission takes actions to approve substantive changes (such as a new degree or certificate level, opening or closing of a geographical site, or a change of ownership) or when other events occur that require review for continued compliance.

Any type of report or visit required by the Commission is reviewed and voted on by the Commission. Reports submitted for candidacy, self-study evaluation, periodic review or follow-up may be accepted, acknowledged, or rejected.

The Commission "Accepts" a report when its quality, thoroughness, and clarity are sufficient to respond to all of the Commission's concerns, without requiring additional information in order to assess the institution's status.

The Commission "Documents receipt of" a letter or report when it addresses the Commission's concerns only partially because the letter or report had limited institutional responses to requested information, did not present evidence and analysis conducive to Commission review, were of insufficient quality, or necessitated extraordinary effort by the Commission's

representatives and staff performing the review. Relevant reasons for not accepting the letter or report are noted in the action. The Commission may or may not require additional information in order to assess the institution's status.

The Commission "Rejects" a letter or report when its quality or substance are insufficient to respond appropriately to the Commission's concerns. The Commission requires the institution to resubmit the report and may request a visit at its discretion. These terms may be used for any action (reaffirm, postpone, warn, etc.).

Types of Follow-Up Reports:

Accreditation Readiness Report (ARR): The institution prepares an initial Accreditation Readiness Report during the application phase and continually updates it throughout the candidacy process. It is for use both by the institution and the Commission to present and summarize documented evidence and analysis of the institution's current or potential compliance with the Commission's accreditation standards.

Progress Report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring Report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required. Monitoring reports are required for non-compliance actions.

Supplemental Information Report: This report is intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action. This report is required when a decision is postponed. The Commission may request a supplemental information report at any time during the accreditation cycle.

Commendations:

Periodically, the Commission may include commendations to the institution within the action language. There are three commendations. More than one commendation may be given at the same time:

To commend the institution for the quality of the [Self-Study or PRR] report. The document itself was notably well-written, honest, insightful, and/or useful.

To commend the institution for the quality of its [Self-Study or PRR] process. The Self-Study process was notably inclusive.

To recognize the institution's progress to date. This is recognition for institutions that had serious challenges or problems but have made significant progress.

Affirming Actions

Grant Candidate for Accreditation Status: This is a pre-accreditation status following a specified process for application and institutional self-study. For details about the application process, see the MSCHE publication, *Becoming Accredited*. The U.S. Department of Education labels Candidacy as “Pre-accreditation” and defines it as the status of public recognition that an accrediting agency grants to an institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing toward accreditation but is not assured of accreditation) before the expiration of that limited period of time. Upon a grant of candidate for accreditation status, the institution may be asked to submit additional Accreditation Readiness Reports until it is ready to initiate self study.

Grant Accreditation: The Commission has acted to grant accreditation to a Candidate institution and does not require the submission of a written report prior to the next scheduled accreditation review in five years.

Grant Accreditation and request a Progress Report or Monitoring Report: The Commission has acted to grant accreditation to a Candidate institution but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Reaffirm Accreditation via Self Study or Periodic Review Report: The Commission has acted to reaffirm accreditation and does not require the submission of a written report prior to the next scheduled accreditation review in five years. The action language may include recommendations to be addressed in the next Periodic Review Report or Self Study. Suggestions for improvement are given, but no written follow-up reporting is needed for compliance.

Reaffirm Accreditation via Self Study or Periodic Review Report and request a Progress Report or Monitoring Report: The Commission has acted to reaffirm accreditation but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Administrative Actions

Continue Accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.). The institution maintains its status with the Commission during this period.

Procedural Actions

Defer a decision on initial accreditation: The Candidate institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns. Institutions may not stay in candidacy more than 5 years.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards. The Commission requests a supplemental information report.

Voluntary Lapse of Accreditation: The institution has allowed its accreditation to lapse by not completing required obligations. The institution is no longer a member of the Commission upon the determined date that accreditation will cease.

Non-Compliance Actions

Warning: A Warning indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation. A follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance.

Probation: Probation indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation and is an indication of a serious concern on the part of the Commission regarding the level and/or scope of non-compliance issues related to the standards. The Commission will place an institution on Probation if the Commission is concerned about one or more of the following:

1. The adequacy of the education provided by the institution;
2. The institution's capacity to make appropriate improvements in a timely fashion; or
3. The institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the

Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

By federal regulation, the Commission must take immediate action to withdraw accreditation if an institution is out of compliance with accreditation standards for two years, unless the time is extended for good cause.

Show Cause: An institution is asked to demonstrate why its accreditation should not be withdrawn. A written report from the institution (including a teach out plan) and a follow-up team visit are required. The institution has the opportunity to appear before the Commission when the Commission meets to consider the institution's Show Cause status. Show Cause may occur during or at the end of the two-year Probation period, or at any time the Commission determines that an institution must demonstrate why its accreditation should not be withdrawn (i.e. Probation is not a necessary precursor to Show Cause).

Adverse Actions

Withdrawal of Accreditation: An institution's candidate or accredited status is withdrawn and with it, membership in the association. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Denial of Accreditation: An institution is denied initial accreditation because it does not meet the Commission's requirements of affiliation or accreditation standards during the period allowed for candidacy. If the institution appeals this action, its candidacy remains in effect until the appeal is completed.

Appeal: The withdrawal or denial of candidacy or accreditation may be appealed. Institutions remain accredited (or candidates for accreditation) during the period of the appeal.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

B. Number of Students Served

Fall 2013 Undergraduate Students

In Fall 2013, 10,951 undergraduate students enrolled at Rowan University (Table II.B1)

Table II.B.1 Undergraduate Enrollment by Attendance Status, Fall 2013

	Number of Enrolled	Percent
Full-Time	9,348	85.4%
Part-Time	1,603	14.6%
Total	10,951	100.0%

Fall 2013 Graduate Students

Rowan University enrolled 2,398 students in our graduate programs in Fall 2013. The Fall of 2013 graduate enrollment was also inclusive of professional students from the Cooper Medical School of Rowan University which contributed 114 students and School of Osteopathic Medicine (SOM) which contributed 634 students. The traditional graduate enrollment of Rowan University totaled 1,650 students.

Table II.B.2 Graduate Enrollment by Attendance Status, Fall 2013

	Number of Enrolled	Percent
Full-Time	1,151	48.0%
Part-Time	1,247	52.0%
Total	2,398	100.0%

12 Month Unduplicated Enrollment, FY 2013

Traditionally, most students at Rowan University enroll during the fall semester of the academic year; enrollment is also open to students during the spring session. In the Fall of 2012 Rowan University introduced the Cooper Medical School of Rowan University (CMSRU). CMSRU inaugural class consisted of 50 Professional/Medical students.

Table II.B.4 Unduplicated Enrollment, FY 2013

	Headcount	Credit Hours	FTE
Undergraduate	11,873	289,160	9,639
Graduate	2,114	23,823	993
Doctor-Professional Practice	50		50
Total	14,037		10,682

C. Characteristics of Undergraduate Students

Fall 2013 Freshman

Table II.C.1: Mean Math, Reading and Writing SAT Scores for First-Time Freshmen, by Admission Status and Overall, Fall 2013

Type	Full-Time Students						Part-Time Students					
	Math	Count	Reading	Count	Writing	Count	Math	Count	Reading	Count	Writing	Count
Regular	613.4	866	584.5	866	562.7	866	565.0	2	505.0	2	510.0	2
EOF	453.6	31	416.5	31	402.3	31	0.0	0	0.0	0	0.0	0
Special	508.5	430	487.3	430	486.0	429	494.8	109	479.3	109	497.7	108
All	575.7	1,327	549.1	1,327	534.1	1,326	496.0	111	479.7	111	497.9	110
Missing Scores		55		55		56		12		12		13

Total Fall 2013 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
10,951	447	4.1%

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2013

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Course
1,382	252	18.2%

First-time, Full-time students (FTFT) enrolled in remediation in Fall 2013 by subject area

Subject Area	Number of FTFT Enrolled In:	Percent of all FTFT Enrolled In:
Computation	0	0.0%
Algebra	113	8.2%
Reading	28	2.0%
Writing	158	11.4%
English	8	0.6%

Fall 2013 Undergraduates

In Fall 2013, a total of 10,951 students attended Rowan University, of this total 85% were registered as full-time students. (See Table II.C.3.a)

Table II.C.3a: Undergraduate Enrollment by Race/Ethnicity, Fall 2013

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>American Ind.</u>		<u>Non-Res. Alien</u>		<u>Race Unknown*</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Full-time	6,798	72.7%	778	8.3%	896	9.6%	368	3.9%	22	0.2%	68	0.7%	418	4.5%	9,348	100.0%
Part-time	1,126	70.2%	141	8.8%	110	6.9%	48	3.0%	5	0.3%	16	1.0%	157	9.8%	1,603	100.0%
Total	7,924	72.4%	919	8.4%	1,006	9.2%	416	3.8%	27	0.2%	84	0.8%	575	5.3%	10,951	100.0%

In Fall 2013, Rowan University’s population of male and female undergraduates was nearly equal at 50.5% and 49.5% respectively. (See. Table II.C.3.b)

Table II.C.3.b: Undergraduate Enrollment by Gender, Fall 2013

	<u>Full-Time</u>		<u>Part-Time</u>		<u>Total</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Female	4,453	47.60%	965	60.20%	5,418	49.50%
Male	4,895	52.40%	638	39.80%	5,533	50.50%
Total	9,348	100.00%	1,603	100.00%	10,951	100.00%

39.8% of Rowan’s Full-Time Undergraduate population was between the ages 20-21. This was the largest portion of the university’s demographic make-up. (See Table II.C.3.c)

Table II.C.3.c : Undergraduate Enrollment by Age, Fall 2013

		<u>< 18</u>	<u>18-19</u>	<u>20-21</u>	<u>22-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-49</u>	<u>50-64</u>	<u>65+ Unknown</u>	<u>Total</u>
Full-time	<u>Num</u>	12	2,632	3,722	2,332	410	111	54	56	17	2	9,348
	<u>Pct</u>	0.1%	28.2%	39.8%	24.9%	4.4%	1.2%	0.6%	0.6%	0.2%	0.0%	100.0%
Part-time	<u>Num</u>	27	139	114	491	281	127	99	176	139	10	1,603
	<u>Pct</u>	1.7%	8.7%	7.1%	30.6%	17.5%	7.9%	6.2%	11.0%	8.7%	0.6%	100.0%
Total	<u>Num</u>	39	2,771	3,836	2,823	691	238	153	232	156	12	10,951
	<u>Pct</u>	0.4%	25.3%	35.0%	25.8%	6.3%	2.2%	1.4%	2.1%	1.4%	0.1%	100.0%

In AY 2012-13, Rowan University awarded \$11.2 million dollars in institutional grants and scholarships

Table II.C.4: Financial Aid from Federal, State & Institution-Funded Programs, AY 12-13

	<u>Recipients</u>	<u>Dollars(\$)</u>	<u>\$/Recipient</u>
FEDERAL PROGRAMS			
Pell Grants	3,474	13,575,000	3,908
College Work Study	738	1,103,000	1,495
Perkins Loans	0	0	--
SEOG	2,442	571,000	234
PLUS Loans	1,536	20,349,000	13,248
Stafford Loans (Subsidized)	5,506	23,755,000	4,314
Stafford Loans (Unsubsidized)	5,770	23,368,000	4,050
SMART & ACG or other	35	144,000	4,114
STATE PROGRAMS			
Tuition Aid Grants (TAG)	2,357	12,612,000	5,351
Educational Opportunity Fund (EOF)	574	687,000	1,197
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	61	54,000	885
Urban Scholars	35	31,000	886
NJ STARS	209	526,000	2,517
NJCLASS Loans	377	4,755,000	12,613
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	2,288	11,288,000	4,934
Loans	0	0	--

Of Rowan's 1,382 full-time, first-time undergraduate students who began their college career in the fall of 2013 nearly 95% were from New Jersey (see Table II.C.5)

Table II.C.5 Fall 2013 Full-time First-time Undergraduate Enrollment by State Residence

State Residents	Non-State Residents	Total Students	% State Residents
1,306	76	1,382	94.5%

D. Student Outcomes

Nearly 70% (69.8%) of Rowan’s full-time, first-time freshman that began their college careers in the fall of 2007 earned a degree within six years. (Table II.D.1.a)

Table II.D.1.a Four-, Five-, and Six Year Graduation Rates of Fall 2007 Full-time Degree-Seeking Undergraduates by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Alien</u>		<u>Other *</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2007 Cohort	1,053		35		68		39		14		17		1,226	
Graduates after 4 years	510	48.4%	6	17.1%	26	38.2%	9	23.1%	5	35.7%	5	29.4%	561	45.8%
Graduates after 5 years	718	68.2%	11	31.4%	40	58.8%	17	43.6%	7	50.0%	9	52.9%	802	65.4%
Graduates after 6 years	760	72.2%	15	42.9%	47	69.1%	18	46.2%	7	50.0%	9	52.9%	856	69.8%

* Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.

Table II.D.2. Third Semester Retention of First-Time Undergraduates, Fall 2012 to Fall 2013

	Fall 2012 Cohort	Retained in Fall 2013	Retention Rate
Full-Time	1,497	1,259	84.10%
Part-Time	4	2	50.00%

E. Faculty Characteristics

In Fall 2013, there were 567 full-time faculty members employed at Rowan University (see Table II.E.1)

Table II.E.1: Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2013

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown*</u>		<u>Total</u>	
	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>
Tenured																
Professors	49	33	5	0	3	3	16	8	0	0	0	0	1	2	74	46
Associate Prof.	48	43	7	3	4	2	6	0	1	1	1	2	1	2	68	53
Assistant Prof.	6	12	3	0	0	0	0	1	0	0	1	1	0	0	10	14
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	103	88	15	3	7	5	22	9	1	1	2	3	2	4	152	113
Without Tenur																
Professors	19	7	0	0	0	0	3	1	0	0	0	0	0	0	22	8
Associate Prof.	27	14	1	1	1	0	3	3	0	0	0	1	0	0	32	19
Assistant Prof.	48	53	1	11	0	3	12	15	0	0	8	10	1	2	70	94
All Others	14	32	0	1	0	2	2	2	0	0	1	1	2	0	19	38
TOTAL	108	106	2	13	1	5	20	21	0	0	9	12	3	2	143	159
Total																
Professors	68	40	5	0	3	3	19	9	0	0	0	0	1	2	96	54
Associate Prof.	75	57	8	4	5	2	9	3	1	1	1	3	1	2	100	72
Assistant Prof.	54	65	4	11	0	3	12	16	0	0	9	11	1	2	80	108
All Others	14	32	0	1	0	2	2	2	0	0	1	1	2	0	19	38
TOTAL	211	194	17	16	8	10	42	30	1	1	11	15	5	6	295	272

II.E.2 Percentage of Course Sections Taught by Full-time Faculty

Total Number of Course Sectio	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
2,879**	1,265	44.0%	1,481	51	130	5

Note: Others includes Full-time Administrators and Teaching Assistants

** main campus, traditional classes

Table II.E.3: ratio of Full to Part-time Faculty, Fall 2013

<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
567	39.5%	869	60.5%	1,436	100.0%

F. Characteristics of the Trustees

II. F. GOVERNING BOARD CHARACTERISTICS

1. Gender of Governing Board

Male	10
Female	6
Total	16

2. Members of the Board of Governors and/or Trustees

Name	Title	Affiliation
Isabelita Marcelo Abele	President & CEO	US Lumber, Inc.
Brenda Bacon	President & CEO	Brandywine Senior Living
Chad Bruner	County Administrator	Gloucester County
Keith Campbell	Chairman of the Board	Mannington Mills, Inc.
Jean Edelman	Co-founder	Edelman Financial Services
Fred Graziano	Executive Vice President	TD Bank Financial Group
James Kehoe	Business Manager	Plumbers & Pipefitters Local Union 322
George Loesch	Senior Vice President, Sales and Marketing	Interstate General Media
Martin McKernan, Jr.	Senior Partner	McKernan, McKernan & Godino
Nick Petroni	Owner	Petroni & Associates
Robert Poznek	Chief Financial Officer	Archway Programs, Inc.
Helene Reed	Surrogate	Gloucester County Surrogate
Linda Rohrer	President	Rohrer & Sayers Real Estate
Lawrence Salva	SVP, Chief Accounting Officer, Controller	Comcast Corp.
Virginia Smith	Chair and Vice President	Inductotherm Corp.
Kunal Patel	Student	Rowan University

3. URL

<http://www.rowan.edu/president/board/members/>

G. Profile of the Institution

Undergraduate Degree Programs

College of Business

- BS, Accounting
- BS, Business Administration (Supply Chain and Logistical Systems)
- BS, Entrepreneurship
- BS, Finance
- BS, Human Resource Management
- BS, Management
- BS, MIS

College of Communications & Creative Arts

- BA, Advertising,
- BA, Art
- BA, Art/BA, Education (K-12)
- BA, Communication Studies
- BA, Journalism
- BA, Radio, TV, Film
- BA, Studio Art
- BFA, Studio Art: Graphic Design
- BA, Writing Arts

College of Education

- BS, Athletic Training/Health and Exercise Science
- BA, Early Childhood Education
- BA, Elementary Education
- BA, Health and Physical Education
- BA, Health Promotion and Fitness Management
- BA, Subject Matter Education (Art, English, Spanish, Math, Music, Sciences, Social Studies)

College of Engineering

- BS, Chemical Engineering
- BS, Civil and Environmental Engineering
- BS, Electrical and Computer Engineering
- BS, Mechanical Engineering

College of Humanities and Social Sciences

- BA, Africana Studies
- BA, American Studies
- BA, Applied Sociology
- BA, Economics
- BA, English
- BA, Geography and the Environment: Geography
- BS, Geography and the Environment: GIS
- BS, Geography and the Environment: Planning
- BA, Geography and the Environment: Environmental Studies
- BA, History
- BA, Law and Justice
- BA, Liberal Studies: Humanities and Social Studies
- BA, Philosophy and Religion
- BA, Political Science
- BA, Sociology
- BA, Spanish

College of Performing Arts

- BA, Music
- BA, Music Composition
- BA, Music: Jazz Studies
- BA, Music, Performance
- BA, Theatre

College of Science and Mathematics

- BS, Biochemistry
- BS, Biology
- BS, Chemistry
- BS, Computer Science
- BA, Liberal Studies: Math/Science
- BA, Math
- BS, Math
- RN to BSN, Nursing
- BA, Physics
- BS, Physics
- BA, Psychology

School of Biological Science

- BS, Biology
- BS, Biology/Education

Graduate and Professional Degree Programs

College of Business

- Master of Business Administration

College of Education

- ED.S, School Psychology
- MA, School of Psychology
- MA, Counseling in Education Settings
- MA, Higher Ed (Administration
- MA, School Administration
- MA, Wellness and Lifestyle Management
- MA, Special Education
- MA, Learning Disabilities
- MA, Reading Education,
- MST, Elementary Education
- MST, Subject Matter Education
- MST, Theatre Education
- MST, Subject Matter Education
- MST, Theatre Education
- M. ED. Teacher Leadership
- Ed.D., Educational Leadership

College of Engineering

- MS, Engineering
- MS, Engineering Management

College of Humanities and Social Sciences

- MA, Criminal Justice
- MA, History

School of Biomedical Sciences

- Ph.D, Cell and Molecular Biology
- MS, Cell and Molecular Biology
- MS, Biomedical Sciences
- MS, Molecular Pathology and Immunology

Professional Degree Programs

Cooper Medical School of Rowan University

- MD, Doctor of Medicine

Rowan School of Osteopathic Medicine

- DO, Osteopathic Medicine

Certificate Programs

- Applied Behavioral Analysis
- Autism Spectrum Disorders
- Biomedical Sciences
- Business
- Construction Management
- Creative Writing
- Editing and Publishing for Writers
- English as a Second Language
- History
- Integrated Marketing Communication
- Integrated Marketing Communication and New Media
- Management Information Systems
- Mental Health Counseling
- Middle Grades Science Education
- Networks
- Project Management
- Radio/Television and Film
- Reading
- Reading/Writing Literacy
- School of Public Relations
- Secondary Mathematics Education
- Software Engineering
- Special Education
- Sustainable Engineering
- Teaching and Learning
- Technical and Professional Writing
- Web Development
- World History
- Writing and New Media

H. Major Research and Public Service Activities

Rowan

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$1,926,000
Institutionally Financed Academic R&D Expenditures	\$620,000
Externally Financed Academic R&D Expenditures	\$861,000
Total Academic R&D Expenditures	\$3,407,000

Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (*Survey of Research and Development Expenditures at Colleges and Universities*).

I. Capital Improvements Underway in FY2014

1. College of Engineering Addition/Building



The addition to the College of Engineering building included in the first phase of the Master Plan was focused on supporting research and was seen as a cornerstone of Rowan's future success. With the establishment of Rowan's new status as a public research institution, and with growing emphasis on interdisciplinary collaboration and

the potential for future expansion of activity into biomedical engineering, the project has become even more critical.

At the time of the construction of the current facility, the space (approximately 110,000 gross square feet) was designed to house approximately 500 undergraduate students and 32 faculty. Over the past decade, the engineering programs have received national acclaim and are routinely ranked among the top ten undergraduate engineering programs among master's granting universities. As a direct result, engineering applications have increased radically and the existing facility now operates at more than 40% above its original design capacity. Engineering faculty must rent space for their research activities, educational laboratories are overcrowded, and every office in the building is filled. The University is forced to reject large numbers of quality students from New Jersey and elsewhere because of facilities limitations and these students often leave the state to pursue their engineering education and never return.

- 90,500 square foot addition
- Wet and Dry laboratory spaces, Research Lab spaces
- Meeting rooms/Classrooms
- Faculty & Staff offices
- Dining Facility
- On target for Spring 2017 delivery

2. College of Business Building



The College of Business is currently housed in Bunce Hall and requires a new, dedicated facility to meet academic needs and enhance its image and identity. The new building will be sited in a prominent location next to Route 322 anchoring the east side of the quadrangle north of Bunce.

There is additional room on the site for the College of Business to grow or for long-term academic and research growth. The relocation of College of Business programs to a new building will free up space in Bunce Hall to accommodate administrative offices that will eventually move from Bole Hall and the Bole Hall Annex. The College of Business building program will address:

- 110,000 square foot building
- Lecture Hall/Auditorium
- Seminar/Meeting rooms
- Classrooms/faculty offices/Administrative spaces
- Circulation/Study/Computer Labs/Breakout rooms
-

3. *Bozorth/Westby Halls HVAC Renewal*



- Approximately 106,726 square feet
- Replacement of HVAC system
- Target delivery Summer 2016

4. *Wilson Hall Windows*



- *Replace all Aluminum and wood windows*

5. *Card Swipe System*

- Design and install photo identification system
- Rowan University, multi-campus, university wide
- Glassboro, Camden, and Stratford NJ

6. *Camden Campus/Camden Bank Renovations Phase II*

- Approximately 54,000 square foot renovation with a 15,000 square foot addition
- HVAC Upgrades, windows, electrical, fire alarm systems
- Office construction and renovations
- Restoration of main lobby
- Target delivery Summer 2016 for Bank and Winter 2016 for Addition

II. Other Institutional Information

Rowan School of Osteopathic Medicine

Established in 1976 as the first four-year medical school in Southern New Jersey, the Rowan University School of Osteopathic Medicine (**RowanSOM**) is the state's only college of osteopathic medicine. Founded as part of the former University of Medicine and Dentistry of New Jersey (UMDNJ), The New Jersey Medical and Health Sciences Education Restructuring Act of 2012 transferred the school and its 32-acre Stratford campus into Rowan University on July 1, 2013.

RowanSOM is dedicated to providing excellence in medical education, research and health care for New Jersey and the nation. An emphasis on primary health care and community health services reflects the School's osteopathic philosophy, with specialty care and centers of excellence demonstrating our commitment to innovation and quality in all endeavors. The School seeks to develop clinically skillful, compassionate, and culturally competent physicians from diverse backgrounds, who are prepared to become leaders in their communities.

RowanSOM is a leader in providing opportunities for medical education to New Jersey students. For the 162 students selected from over 4,000 applicants for admission in August 2013, 88% are New Jersey residents, with 19% from South Jersey. As well as the D.O. degree, the school offers a range of dual and joint-degree options to students with interests in law, management, public health or research.

RowanSOM is ranked #1 of all U.S. osteopathic medical schools in the percentage of underrepresented minority student enrollment and total minority student enrollment. Pipeline and articulation programs support the school's diversity commitment.

RowanSOM is at the forefront of addressing the need for more physicians; it has expanded class size by 50% over the past few years.

RowanSOM is a major source of primary care physicians for the State and South Jersey. Of the 2,210 graduates of RowanSOM, half practice in the State, of whom about 50 percent deliver primary care. For 11 percent of RowanSOM alumni, at least half of their practice hours are in medically underserved communities. More than half of 2013 graduates entered primary care residencies.

RowanSOM has one of the largest Graduate Medical Education Programs (350+ interns, residents and fellows) of all U.S. osteopathic medical schools. The RowanSOM Osteopathic Postdoctoral Training Institution (OPTI) includes seven hospital systems – Kennedy

University Hospital (three acute care divisions), Lourdes Health System (two acute care divisions), Christ Hospital, Meridian Health System, Cooper University Hospital, Atlantic Health (two acute care divisions), and Inspira Health Network (formerly South Jersey Healthcare - three acute care divisions) – and dozens of affiliated training sites across the Delaware Valley region.

RowanSOM has among the largest number of faculty as compared to all U.S. osteopathic medical schools, with 183 full-time faculty, 45 part-time faculty, and 470 volunteer faculty.

RowanSOM has a large network of clinical affiliates in South Jersey. SOM's principal hospital system, Kennedy University Hospital (Cherry Hill, Stratford and Washington Township), and major teaching affiliates, Lourdes Health System (Camden and Willingboro) and Inspira Health Network (Bridgeton, Elmer, Vineland and Woodbury) represent nine inpatient sites in five counties, handle about 80,000 admissions per year and a diverse and growing population of about 1.5 million.

RowanSOM is a leader in patient care - 250,000 patient visits per year to The University Doctors, RowanSOM's faculty practice plan.

Bringing approximately \$13 million in research and extramural funding, including funding from the National Institutes of Health (NIH), into the state, **RowanSOM** is a leader as compared to all U.S. osteopathic medical schools.

RowanSOM has a strong community service mission, sponsoring the three Area Health Education Centers (AHECs) – the only programs of their type in the state – in Bridgeton/Vineland, Camden City, and Atlantic City for 35 years, and serving Camden City through the Camden Free Clinic and St. Luke's-Latino Health Center

The economic impact of the Stratford campus continues to grow, as it provides almost 2,000 jobs. At the same time, the housing and living needs of the students on the campus are a significant generator of economic activity for Stratford and the region.

Several renowned Centers of Excellence emphasize the interdisciplinary collaboration in education, service and research that is the hallmark of **RowanSOM**, among them

The New Jersey Institute for Successful Aging recently celebrated its 25th anniversary and, over the past 13 years, has led RowanSOM to be consistently ranked by *U.S. News & World Report* as one of the top 20 schools in America for geriatric medical education.

The Child Abuse Research Education and Service (CARES) Institute, also celebrating its 5th anniversary, is a national leader in the development of comprehensive diagnostic and treatment programs to address both the medical and mental health needs of children experiencing abuse. The federal government has recognized the CARES treatment program

as the national model for detecting and treating child victims of sexual abuse and their families.

The NeuroMusculoskeletal Institute (NMI) uses a unique multi-disciplinary approach that includes physical medicine and rehabilitation, osteopathic manipulation, pain specialists (including a unique program for pain management in patients infected with HIV), orthopedics, and a medically-supervised gym.

The vision of **RowanSOM** is to be the best osteopathic medical school in the nation.

Cooper Medical School of Rowan University

In June of 2009, then New Jersey Governor Jon Corzine signed an executive reorganization order that called for Rowan University and The Cooper Health System to partner and create a new four-year allopathic medical school in Camden. This partnership has brought together two longstanding southern New Jersey institutions with national reputations and historic commitment to the City of Camden and to the region.

Cooper's legacy in Camden dates back to 1887, when the hospital opened as a provider of care to all patients, regardless of ability to pay. For three decades, Cooper has served as the primary clinical campus for UMDNJ/Robert Wood Johnson Medical School, a program that included the entire third and fourth years of medical school. The clinical faculty at Cooper are recognized educators in medical education, and are committed to bringing the innovative CMSRU curriculum to life

Rowan, founded in 1923, has served Camden since 1969, when the Camden Urban Center was opened as a site for teacher preparation classes and community meetings. Rowan's long history of training educators, as well as its other academic programs and its successful track record of instituting new programs – such as the College of Engineering – make the development of a medical school a natural and strategic fit.

At a time when there is a physician shortage nationally and in the State of New Jersey, the evolution into a four-year medical school is a natural progression—and an economically wise decision. The advent of Cooper Medical School of Rowan University strengthens the commitment of Rowan University and The Cooper Health System to not only the City of Camden and its residents, but to the entire region, providing a place for us to work and learn, but also a community in which together we will thrive.