



**State of New Jersey**  
**Office of the Secretary of Higher Education**  
**Annual Institutional Profile**  
**2021**



## **Preface**

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 Annual Institutional Profile Report for 2021.

The form and content of this report is established by the State of New Jersey 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. Characteristics of the trustees or governors
- G. Profile of the institution
- H. Major research and public service activities
- I. Major capital projects underway in fiscal year 2021

Rowan University’s history, mission statement, and strategic pillars are detailed in section III. Other Institutional Information.

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

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## II. Data by Category

### Section A: Accreditation Status

#### 1. Institutional Accreditation

(<https://www.msche.org/institution/0218/?pss=true>; accessed 8/13/21)



### STATEMENT OF ACCREDITATION STATUS

*The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.*

<b>Institution:</b>	<b>ROWAN UNIVERSITY</b> Glassboro, NJ
<b>Address:</b>	201 Mullica Hill Road Glassboro, NJ 08028-1701
<b>Phone:</b>	(856) 256-4000
<b>URL:</b>	<u><a href="http://www.rowan.edu">www.rowan.edu</a></u>
<b>Accreditation Liaison Officer (ALO):</b>	Dr. Roberta Harvey
<b>Commission Staff Liaison:</b>	Dr. Paul Starkey, Vice President

## Accreditation Summary

For more information, see the Commission's [Accreditation Actions Policy and Procedures](#).

**Phase:** Accredited

**Status:** Accreditation Reaffirmed

**Accreditation Granted:** 1958

**Last Reaffirmation:** 2019

**Next Self-Study Evaluation:** 2027-2028

**Next Mid-Point Peer Review:** 2024

## Alternative Delivery Methods

The following represents approved alternative delivery methods included in the scope of the institution's accreditation:

**Distance Education:**

Approved to offer programs by this delivery method

**Correspondence Education:**

Not approved for this delivery method

## Credential Levels

**Approved Credential Levels**

The following represents credential levels included in the scope of the institution's accreditation:

- Postsecondary award (< 1 year)
- Bachelor's Degree or Equivalent
- Post-baccalaureate Certificate
- Master's Degree or Equivalent
- Post-Master's Certificate
- Doctor's Degree - Professional Practice
- Doctor's Degree- Research/Scholarship

**Locations**

The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:

Location	Type
<b>Camden County College</b> College Drive Blackwood, NJ 08012	Additional Location
<b>Cooper Medical School of Rowan University</b> Ferry Terminal Building Two Aquarium Drive - Suite 305 Camden, NJ 08103	Additional Location
<b>Genesis Biotechnology Group, LLC</b> 1000 Waterview Drive Hamilton, NJ 08691	Additional Location
<b>Mission Solutions Engineering, LLC</b> 121 Whittendale Drive Moorestown, NJ 08057	Additional Location
<b>Rowan College at Burlington County, Mount Laurel Campus</b> 500 College Circle Mount Laurel, NJ 08054	Additional Location
<b>Rowan College of South Jersey: Cumberland Campus</b> 3322 College Drive Vineland, NJ 08362-1500	Additional Location
<b>Rowan College of South Jersey: Gloucester Campus</b> 1400 Tanyard Road Sewell, NJ 08080	Additional Location
<b>Rowan University at Camden</b> 129 North Broadway Camden, NJ 08102	Additional Location
<b>Rowan University at Stratford, NJ</b> One Medical Center Drive Stratford, NJ 08084	Additional Location

<b>Location</b>	<b>Type</b>
<b>ASRC Federal</b> 121 Whittendale Drive Moorestown, NJ 08057	Other Instructional Site
<b>Cherokee High School</b> 120 Tomlinson Mill Rd Marlton, NJ 08053	Other Instructional Site
<b>Femeris Women's Health Research Center</b> 2439 Kuser Road Hamilton, NJ 08690	Other Instructional Site
<b>Inspira Medical Center</b> 509 N. Broad Street Woodbury, NJ 08096	Other Instructional Site
<b>J. Harvey Rodgers School</b> 301 Georgetown Road Glassboro, NJ 08028	Other Instructional Site
<b>Jefferson Health New Jersey Center for Excellence</b> 101 E. Laurel Road Stratford, NJ 08084	Other Instructional Site
<b>Lenape High School</b> 235 Hartford Road Medford, NJ 08055	Other Instructional Site
<b>Lockheed Martin</b> 199 Borton Landing Road Moorestown, NJ 08057	Other Instructional Site
<b>Lockheed Martin</b> 770 Centerton Rd. Mt. Laurel, NJ 08054	Other Instructional Site
<b>Mercer County College</b> 1200 Old Trenton Road West Windsor Township, NJ 08550	Other Instructional Site

Location	Type
<b>Middlesex County College</b> 2600 Woodbridge Ave Edison, NJ 08818	Other Instructional Site
<b>New Jersey Principals and Supervisors Association (NJPSA)</b> 12 Centre Drive Jamesburg, NJ 08331	Other Instructional Site
<b>Shawnee High School</b> 600 Tabernacle Rd Medford, NJ 08055	Other Instructional Site
<b>Shore Medical Center</b> 100 Medical Center Way Somers Point, NJ 08244	Other Instructional Site
<b>Stanford Hospital</b> 300 Pasteur Drive Stanford, CA 94305	Other Instructional Site
<b>The Institute for Biomarker Research</b> 2439 Kuser Road Hamilton, NJ 08690	Other Instructional Site
<b>The Institute for Metabolic Disorders</b> 1000 Waterview Drive Hamilton, NJ 08691	Other Instructional Site
<b>The Institute for Metabolic Disorders</b> 1000 Waterview Drive Hamilton, NJ 08691	Other Instructional Site
<b>Venenum Biodesign LLC</b> 8 Black Forest Road Hamilton, NJ 08691	Other Instructional Site
<b>Virtua Health Center for Learning</b> 1200 Howard Boulevard Mount Laurel, NJ 08054	Other Instructional Site

*Definitions: For definitions of branch campus, additional locations, or other instructional sites, see the Commission’s Substantive Change Policy and Procedures.*



## Accreditation Actions

The following represents the MSCHE accreditation actions taken in the last ten (10) years. For more information, see the Commission's Accreditation Actions Policy and Procedures and the Substantive Change Policy and Procedures.

### **June 27, 2019**

To acknowledge receipt of the self-study report. To note the visit by the Commission's representatives. To reaffirm accreditation. To request that, beginning in 2020 and in conjunction with each Annual Institutional Update prior to the Mid-Point Peer Review in 2024, the institution provide further evidence of (1) the periodic assessment of the effectiveness of student support programs and experiences (Standard IV), (2) the development and implementation of organized and systematic assessments that evaluate the extent of student achievement (Standard V), and (3) periodic assessment of the effectiveness of governance, leadership and administration (Standard VII). The next evaluation visit is scheduled for 2027-2028.

### **August 29, 2016**

To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the relocation of the additional location from Medical Diagnostic Laboratories LLC, and Humigen, LLC, The Institute for Genetic Immunology, 2439 Kuser Road, Hamilton, NJ 08690 to Genesis Biotechnology Group, LLC, 1000 Waterview Drive, Hamilton, NJ, 08691 and to include the new additional location. The Commission requires written notification within 30 days of the commencement of operations at the new additional location and the closure of the old location. Operations at the additional location must commence within one calendar year from the date of this action.

### **August 29, 2016**

To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the reclassification of the Rowan University at Camden branch campus at 129 North Broadway, Camden, NJ 08102 as an additional location. The next evaluation visit is scheduled for 2018-2019.

### **June 27, 2016**

To acknowledge receipt of the substantive change request. To include the first and second Postsecondary Award/Cert/Diploma (< 1 year) programs in: (1) Industrial Organizational Psychology and (2) Combat Systems Engineering within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2018-2019.

### **June 23, 2016**

To accept the progress report. The next evaluation visit is scheduled for 2018-2019.

### **November 2, 2015**

To acknowledge receipt of the substantive change request. To include the additional location at Mission Solutions Engineering, LLC, 121 Whittendale Drive, Moorestown, NJ 08057 within the scope of the institution's accreditation. To note that this action is not retroactive. To remind the institution of the request for a progress report, due April 1, 2016, documenting (1) implementation of a documented assessment process for general education; (2) steps taken to ensure that all activities and offerings at branch campuses and additional locations meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of

other institutional offerings (Standard 13); and (3) steps taken to improve enrollment and retention at branch campuses and additional locations (Standard 13). The next evaluation visit is scheduled for 2018-2019.

**August 31, 2015**

To acknowledge receipt of the substantive change request. To include the additional location at Rowan College at Burlington County, Mount Laurel Campus, 500 College Circle, Mount Laurel, New Jersey 08054 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this 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 remind the institution of the request for a progress report, due April 1, 2016, documenting (1) implementation of a documented assessment process for general education; (2) steps taken to ensure that all activities and offerings at branch campuses and additional locations meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings (Standard 13); and (3) steps taken to improve enrollment and retention at branch campuses and additional locations (Standard 13). The next evaluation visit is scheduled for 2018-2019.

**April 27, 2015**

To acknowledge receipt of the substantive change request. To include the additional location at the Medical Diagnostic Laboratories LLC, and Humigen, LLC, The Institute for Genetic Immunology, 2439 Kuser Road, Hamilton, NJ 08690 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this 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 remind the institution of the request for a progress report, due April 1, 2016, documenting (1) implementation of a documented assessment process for general education; (2) steps taken to ensure that all activities and offerings at branch campuses and additional locations meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings (Standard 13); and (3) steps taken to improve enrollment and retention at branch campuses and additional locations (Standard 13). The next evaluation visit is scheduled for 2018-2019.

**January 5, 2015**

To acknowledge receipt of the substantive change request. To approve the reclassification of the instructional site at Rowan College at Gloucester County, 1400 Tanyard Road, Sewell, NJ 08080 as an additional location and to include the location within the scope of the institution's accreditation. To remind the institution of the request for a progress report, due April 1, 2016, documenting (1) implementation of a documented assessment process for general education; (2) steps taken to ensure that all activities and offerings at branch campuses and additional locations meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings (Standard 13); and (3) steps taken to improve enrollment and retention at branch campuses and additional locations (Standard 13). The next evaluation visit is scheduled for 2018-2019.

**November 20, 2014**

To accept the Periodic Review Report and reaffirm accreditation. To request a progress report, due April 1, 2016, documenting (1) implementation of a documented assessment process for general education; (2) steps taken to ensure that all activities and offerings at branch campuses and additional locations meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings (Standard 13); and (3) steps taken to improve enrollment and retention at branch campuses and additional locations (Standard 13). The next evaluation visit is scheduled for 2018-2019.

**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.

**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.

**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.

**Information about the Middle States Commission on Higher Education**

*The Middle States Commission on Higher Education (MSCHE) is one of seven institutional accrediting organizations in the United States and is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). MSCHE accreditation applies to an institution as a whole rather than the specific programs within an institution. MSCHE does not approve or accredit individual programs. The MSCHE accreditation review cycle is continuous and accreditation does not expire. Each institution is reevaluated and monitored on a regular and consistent basis in accordance with the institution's assigned accreditation review cycle and Commission policy and procedures. An institution maintains its accreditation unless it is voluntarily surrendered or withdrawn by the Commission for cause, after the institution has been afforded due process. The institution's current accreditation phase and accreditation status are displayed on the institution's listing in the Institution Directory and in the Statement of Accreditation Status (SAS).*

## **2. Professional Accreditation**

(<https://sites.rowan.edu/academic-affairs/officeofacademicaffairs/accreditation/programmatic-accreditations-doe.html>; accessed 08/17/2021)

The following sites allow searches by institution and provide information on programmatic accreditation status, actions, and purpose.

Office of Postsecondary Education Database of Accredited Postsecondary Institutions and Programs (all Rowan University accreditations recognized by the USDE)

Accreditation Council for Education in Nutrition and Dietetics

Commission on Osteopathic College Accreditation

Commission on Collegiate Nursing Education

Liaison Committee on Medical Education

National Association of Schools of Art and Design

National Association of Schools of Music

National Association of Schools of Theatre

**Section B: Number of Students Served**

**1. Number of Undergraduate Students by Attendance Status**

In Fall 2020, 15,963 undergraduate students enrolled at Rowan University.

<b>Table II.B.1: Undergraduate Enrollment by Attendance Status, Fall 2020</b>				
<u>Full-time</u>		<u>Part-time</u>		
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Total</u>
13,832	86.7%	2,131	13.3%	15,963
Source: IPEDS Fall Enrollment Survey				

**2. Number of Graduate Students by Attendance Status**

Fall 2020 graduate enrollment includes 164 students in programs administered by the Graduate School of Biomedical Sciences (RowanGSBS), 818 students pursuing D.O. degrees through the Rowan University School of Osteopathic Medicine (RowanSOM), and 431 M.D. students at Cooper Medical School of Rowan University (CMSRU).

<b>Table II.B.2: Graduate Enrollment by Attendance Status, Fall 2020</b>				
<u>Full-time</u>		<u>Part-time</u>		
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Total</u>
1,969	53.0%	1,746	47.0%	3,715
Source: IPEDS Fall Enrollment Survey				

**4. Unduplicated Number of Students for Entire Academic Year**

While most Rowan University students enroll during the Fall term of the academic year, some programs allow students to enter during Spring or Summer terms.

<b>Table II.B.4: Unduplicated Enrollment, FY 2020</b>			
	<b>Headcount</b>	<b><u>Credit Hours</u></b>	<b><u>FTE</u></b>
	<b><u>Enrollment</u></b>		
<b>Undergraduate</b>	18,638	451,477	15,049
<b>Graduate</b>	4,593	38,264	1,594
<b>Doctor-Professional Practice</b>	1,195		1,195
<b>TOTAL</b>	23,231	489,741	17,838
Source: IPEDS 12-Month Enrollment Survey			

**Section C: Characteristics of Undergraduate Students**

**1. Mean Math, Reading, and Writing SAT Scores**

**Table II.C.1: Mean ERW\* and Math SAT Scores for First-Time Freshmen, by Admission Status and Overall, Fall 2020**

	<u>Full-Time Students</u>				<u>Part-Time Students</u>			
	<u>ERW *</u>	<u>N</u>	<u>Math</u>	<u>N</u>	<u>ERW *</u>	<u>N</u>	<u>Math</u>	<u>N</u>
<b>Regular Admits</b>	627.5	704	635.5	701	570.0	9	585.6	9
<b>EOF Admits</b>	496.2	113	491.6	113	411.7	6	425.0	6
<b>Special Admits</b>	528.9	879	523.6	879	549.2	12	532.5	12
<b>All Admits</b>	567.6	1,696	567.8	1693	525.6	27	526.3	27
<b>Missing Scores</b>		346		249		9		9

\* ERW is Evidence-Based Reading & Writing.

Source: SURE Fall Enrollment file

**2. Enrollment in Remediation Courses by Subject Area**

<b>Table II.C.2: ENROLLMENT IN REMEDIATION COURSES</b>		
<b>Total Number of Undergraduate Students Enrolled in Fall 2020</b>		
<b><u>Total Undergraduate Enrollment</u></b>	<b><u>Number of Students Enrolled in One or More Remedial Courses</u></b>	<b><u>% of Total</u></b>
15,963	121	0.8%
<b>Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2020</b>		
<b><u>Total Number of FTFT Students</u></b>	<b><u>Number of FTFT Students Enrolled in One or More Remedial Courses</u></b>	<b><u>Percent of FTFT Enrolled in One or More Remedial Course</u></b>
2,198	93	4.2%
<b>First-time, Full-time students (FTFT) enrolled in remediation in Fall 2020 by subject area</b>		
<b><u>Subject Area</u></b>	<b><u>Number of FTFT Enrolled In:</u></b>	<b><u>Percent of all FTFT Enrolled In:</u></b>
<b>Computation</b>	0	0.0%
<b>Algebra</b>	46	2.1%
<b>Reading</b>	58	2.6%
<b>Writing</b>	0	0.0%
<b>English</b>	0	0.0%
Source: SURE Fall Enrollment file		



**3. Race/Ethnicity, Sex, and Age**

**Table II.C.3.a.1: Undergraduate Enrollment by Race/Ethnicity by Number, Fall 2020**

	<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>
<b>Full-time</b>	9,169	1,364	1,691	804	13	144	647	13,832
<b>Part-time</b>	1,267	278	255	92	1	28	210	2,131
<b>Total</b>	10,436	1,642	1,946	896	14	172	857	15,963

**Table II.C.3.a.2: Undergraduate Enrollment by Race/Ethnicity by Percent, Fall 2020**

	<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>
<b>Full-time</b>	66.3%	9.8%	12.2%	5.8%	0.1%	1.0%	4.7%	100.0%
<b>Part-time</b>	59.5%	13.0%	12.0%	4.3%	0.0%	1.3%	9.9%	100.0%
<b>Total</b>	65.4%	10.3%	12.2%	5.6%	0.1%	1.1%	5.4%	100.0%

\* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Source: IPEDS Fall Enrollment Survey

3. Race/Ethnicity, Sex, and Age (continued)

<b>Table II.C.3.b: Undergraduate Enrollment by Sex, Fall 2020</b>					
	<u>Male Number</u>	<u>Male Percent</u>	<u>Female Number</u>	<u>Female Percent</u>	<u>Total Number</u>
<b>Full-time</b>	7,369	53.3%	6,463	46.7%	13,832
<b>Part-time</b>	1,066	50.0%	1,065	50.0%	2,131
<b>Total</b>	8,435	52.8%	7,528	47.2%	15,963

Source: IPEDS Fall Enrollment Survey

38.6% of Rowan University’s Fall 2020 undergraduate student population was between the ages of 20 and 21. There were a total of 6,164 students in this age range.

<b>Table II.C.3.c.1: Undergraduate Enrollment by Age by Number, Fall 2020</b>												
	<u>&lt;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+</u>	<u>Unkn</u>	<u>Total</u>
<b>Full-time</b>	195	4,660	5,892	2,260	528	145	62	65	25	0	0	13,832
<b>Part-time</b>	147	113	272	723	359	166	93	167	74	16	1	2,131
<b>Total</b>	342	4,773	6,164	2,983	887	311	155	232	99	16	1	15,963

<b>Table II.C.3.c.2: Undergraduate Enrollment by Age by Percent, Fall 2020</b>												
	<u>&lt;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+</u>	<u>Unkn</u>	<u>Total</u>
<b>Full-time</b>	1.4%	33.7%	42.6%	16.3%	3.8%	1.0%	0.4%	0.5%	0.2%	0.0%	0.0%	100.0%

<b>Part-time</b>	6.9%	5.3%	12.8%	33.9%	16.8%	7.8%	4.4%	7.8%	3.5%	0.8%	0.0%	100.0%
<b>Total</b>	2.1%	29.9%	38.6%	18.7%	5.6%	1.9%	1.0%	1.5%	0.6%	0.1%	0.0%	100.0%
Source: IPEDS Fall Enrollment Survey												

**4. Numbers of Students Receiving Financial Assistance under Each Federal-, State-, and Institution-Funded Aid Program**

In Academic Year 2019-2020, Rowan University awarded \$26.8 million dollars in institutional grants and scholarships to 4,922 students.

<b>Table II.C.4: Financial Aid from Federal, State &amp; Institution-Funded Programs, AY 2019-20</b>			
<b><u>FEDERAL PROGRAMS</u></b>	<b><u>Recipients</u></b>	<b><u>Dollars(\$)</u></b>	<b><u>\$/Recipient</u></b>
Pell Grants	5,586	25,965,000	4,648.23
College Work Study	538	734,000	1,364.31
Perkins Loans	0	0	--
SEOG	1563	610,000	390.28
PLUS Loans	1,706	29,709,000	17,414.42
Stafford Loans (Subsidized)	8,134	34,790,000	4,277.11
Stafford Loans (Unsubsidized)	8,410	29,970,000	3,563.61
SMART & ACG or other	3	11,000	3,666.67
CARES ACT- HEERF Student Aid	4504	3,173,380	704.57
<b><u>STATE PROGRAMS</u></b>	<b><u>Recipients</u></b>	<b><u>Dollars(\$)</u></b>	<b><u>\$/Recipient</u></b>
Tuition Aid Grants (TAG)	4,165	23,916,000	5,742.14
Educational Opportunity Fund (EOF)	567	766,000	1,350.97
Outstanding Scholars (OSRP) or other	0	0	--
Distinguished Scholars	0	0	--
Urban Scholars	0	0	--

<b>NJ STARS</b>	170	371,000	2,182.35
<b>NJCLASS Loans</b>	548	8,608,000	15,398.93
<b><u>INSTITUTIONAL PROGRAMS</u></b>	<b><u>Recipients</u></b>	<b><u>Dollars(\$)</u></b>	<b><u>\$/Recipient</u></b>
<b>Grants/Scholarships</b>	4,922	26,826,000	5,450.22
<b>Loans</b>	1	2,000	2,000.00
Source: NJIPEDS Form #41 Student Financial Aid Report			

### 5. Percentage of Students Who Are New Jersey Residents

96.3% of the 2,238 first-time undergraduate students who entered Rowan University in Fall 2020 were New Jersey residents.

<b>Table II.C.5: Fall 2020 First-time Undergraduate Enrollment by State Residence</b>			
<b><u>State Residents</u></b>	<b><u>Non-State Residents</u></b>	<b><u>Total</u></b>	<b><u>% State Residents</u></b>
2,155	83	2,238	96.3%
Note: Residence unknown included with New Jersey Residents.			
Source: IPEDS Fall Enrollment Survey, Part C			

**Section D: Student Outcomes**

**1. Graduation Rates**

68.1% of Rowan University’s full-time, first-time, degree-seeking undergraduate students who began their college careers in Fall 2014 earned a degree within 6 years.

<b>Table II.D.1.a.1: Four-, Five- and Six-Year Graduation Rates of Fall 2014 Full-time First-time Degree-Seeking Undergraduates by Race/Ethnicity by Number</b>										
	<u>American Ind.</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Pacific Islander</u>	<u>Alien</u>	<u>Race Unknown</u>	<u>2 or More Races</u>	<u>White</u>	<u>Total</u>
<b>Fall 2014 Cohort</b>	2	108	218	242	2	17	59	66	1,560	2,274
<b>Graduates after 4 years</b>	0	50	53	83	0	5	34	18	844	1,087
<b>Graduates after 5 years</b>	1	69	99	126	0	8	38	30	1,076	1,447
<b>Graduates after 6 years</b>	1	75	111	138	1	9	38	38	1,137	1,548
<b>Table II.D.1.a.2: Four-, Five- and Six-Year Graduation Rates of Fall 2014 Full-time First-time Degree-Seeking Undergraduates by Race/Ethnicity by Percent</b>										
	<u>American Ind.</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Pacific Islander</u>	<u>Alien</u>	<u>Race Unknown</u>	<u>2 or More Races</u>	<u>White</u>	<u>Total</u>
<b>Graduates after 4 years</b>	0.0%	46.3%	24.3%	34.3%	0.0%	29.4%	57.6%	27.3%	54.1%	47.8%
<b>Graduates after 5 years</b>	50.0%	63.9%	45.4 %	52.1%	0.0%	47.1%	64.4%	45.5%	69.0%	63.6%
<b>Graduates after 6 years</b>	50.0%	69.4%	50.9%	57.0%	50.0%	52.9%	64.4%	57.6%	72.9%	68.1%
Source: IPEDS Graduation Rate Survey										

**2. Third-Semester Retention Rates**

<b>Table II.D.2: Third Semester Retention of First-time Undergraduates Fall 2019 to Fall 2020</b>					
<b><u>Full-Time</u></b>			<b><u>Part-Time</u></b>		
<b><u>Fall 2019 First-Time Undergraduates</u></b>	<b><u>Retained in Fall 2020</u></b>	<b><u>Retention Rate</u></b>	<b><u>Fall 2019 First-Time Undergraduates</u></b>	<b><u>Retained in Fall 2020</u></b>	<b><u>Retention Rate</u></b>
2,688	2,261	84.1%	6	4	66.7%
Source: IPEDS Fall Enrollment Survey, Part E					

**Section E: Faculty Characteristics**

**1. Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2020**

<b>Table II.E.1a: Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2020 (Men)</b>										
<b>Tenured</b>	<b>Amer Ind.</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Pacific Islander</b>	<b>Alien</b>	<b>Race Unkn</b>	<b>2 or More Races</b>	<b>White</b>	<b>Total</b>
Professors	0	18	5	1	0	0	1	1	61	87
Associate Prof.	1	8	6	6	0	1	1	1	40	64
Assistant Prof.	0	1	2	0	0	0	1	0	6	10
All Others	0	0	0	0	0	0	0	1	2	3
<b>TOTAL</b>	<b>1</b>	<b>27</b>	<b>13</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>109</b>	<b>164</b>
<b>Without Tenure</b>	<b>Amer Ind.</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Pacific Islander</b>	<b>Alien</b>	<b>Race Unkn</b>	<b>2 or More Races</b>	<b>White</b>	<b>Total</b>
Professors	0	2	0	0	0	0	0	0	9	11
Associate Prof.	0	4	0	2	0	2	0	0	20	28
Assistant Prof.	0	17	4	4	0	22	2	1	81	131
All Others	0	3	4	2	0	5	0	2	75	91
<b>TOTAL</b>	<b>0</b>	<b>26</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>29</b>	<b>2</b>	<b>3</b>	<b>185</b>	<b>261</b>
<b>Total</b>	<b>Amer Ind.</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Pacific Islander</b>	<b>Alien</b>	<b>Race Unkn</b>	<b>2 or More Races</b>	<b>White</b>	<b>Total</b>
Professors	0	20	5	1	0	0	1	1	70	98

<b>Associate Prof.</b>	1	12	6	8	0	3	1	1	60	92
<b>Assistant Prof.</b>	0	18	6	4	0	22	3	1	87	141
<b>All Others</b>	0	3	4	2	0	5	0	3	77	94
<b>TOTAL</b>	1	53	21	15	0	30	5	6	294	425

Source: IPEDS Human Resources Survey

**1. Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status, and Academic Rank, Fall 2020 (Continued)**

<b>Table II.E.1b: Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2020 (Women)</b>										
<b>Tenured</b>	<b>Amer Ind.</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Pacific Islander</b>	<b>Alien</b>	<b>Race Unkn</b>	<b>2 or More Races</b>	<b>White</b>	<b>Total</b>
<b>Professors</b>	0	5	0	2	0	2	0	1	36	46
<b>Associate Prof.</b>	0	5	5	5	0	1	0	1	32	49
<b>Assistant Prof.</b>	0	0	0	0	0	0	1	0	7	8
<b>All Others</b>	0	0	0	1	0	0	0	0	6	7
<b>TOTAL</b>	0	10	5	8	0	3	1	2	81	110
<b>Without Tenure</b>	<b>Amer Ind.</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Pacific Islander</b>	<b>Alien</b>	<b>Race Unkn</b>	<b>2 or More Races</b>	<b>White</b>	<b>Total</b>
<b>Professors</b>	1	0	0	0	0	0	0	0	5	6
<b>Associate Prof.</b>	0	2	3	0	0	3	1	1	24	34



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<b>Assistant Prof.</b>	0	17	7	4	0	19	1	1	75	124
<b>All Others</b>	1	6	13	6	0	1	2	1	97	127
<b>TOTAL</b>	2	25	23	10	0	23	4	3	201	291
<b>Total</b>	<b>Amer Ind.</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Pacific Islander</b>	<b>Alien</b>	<b>Race Unkn</b>	<b>2 or More Races</b>	<b>White</b>	<b>Total</b>
<b>Professors</b>	1	5	0	2	0	2	0	1	41	52
<b>Associate Prof.</b>	0	7	8	5	0	4	1	2	56	83
<b>Assistant Prof.</b>	0	17	7	4	0	19	2	1	82	132
<b>All Others</b>	1	6	13	7	0	1	2	1	103	134
<b>TOTAL</b>	2	35	28	18	0	26	5	5	282	401
Source: IPEDS Human Resources Survey										

In Fall 2020, there were 826 full-time faculty members employed at Rowan University.

**2. Percentage of Course Sections Taught by Full-Time Faculty**

<b>Table II.E.2: Percentage of Course Sections Taught by Full-time Faculty, Fall 2020</b>						
<b>Total Number of Course Sections</b>	<b>Taught by Full-time Faculty</b>		<b>Taught by Part-time Faculty</b>		<b>Taught by Others*</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
5768	2,784	48.3%	2,442	42.3%	542	9.4%
* Others includes Full-time Administrators and Teaching Assistants						

**3. Ratio of Full-Time to Part-Time Faculty**

<b>Table II.E.3: Ratio of Full- to Part-time Faculty, Fall 2020</b>					
<b><u>Full-time</u></b>		<b><u>Part-time</u></b>		<b><u>Total</u></b>	
<b><u>Num</u></b>	<b><u>Pct</u></b>	<b><u>Num</u></b>	<b><u>Pct</u></b>	<b><u>Num</u></b>	<b><u>Pct</u></b>
826	46.9%	934	53.1%	1,760	100.0%
Source: IPEDS Human Resources Survey					

**Section F: Characteristics of the Trustees**

Rowan University operates under the laws of the State of New Jersey. The Board of Trustees of Rowan University is vested by law with the general supervision of the University within general policies and guidelines pursuant to NJSA 18A:64 et seq.

Some of the responsibilities of the trustees are to appoint the University president, to approve the educational curriculum and student services program, and to determine policies for the organization, administration, and development of the University. [Click here to view the Bylaws.](#)

**1. Race/Ethnicity and Sex**

<b>Table II.F.1: Race/Ethnicity and Gender of Governing Board</b>								
	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>American Indian</b>	<b>Non- Res Alien</b>	<b>Unknown</b>	<b>Total</b>
<b>Male</b>	8							8
<b>Female</b>	5	1		1				7
<b>Total</b>	13	1		1				15

**2. List of Trustees/Governors with Titles and Affiliations**

<b>Table II.F.2: Members of the Board of Governors and/or Trustees</b>		
<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Isabelita Marcelo Abele	Chief Executive Officer	US Lumber, Inc.
Brenda Bacon	President and Chief Executive Officer	Brandywine Senior Living
Chad Bruner, Chair	County Administrator	Gloucester County
Michael Carbone	Regional President, Metro Philadelphia	TD Bank
Dr. Barbara Chamberlain	Education Specialist	New Jersey State Nurses Association
Jean Edelman	Co-founder	Edelman Financial Services
Dr. Thomas Gallia	Vice President Emeritus	Rowan University
Frank Giordano	President	Atlantic Trailer Leasing
George S. Loesch	Special Projects, Marketing and Business Development Executive	Connor Strong & Buckelew
Robert C. Poznek, Vice Chair	Chief Financial Officer	Nest International
Linda Rohrer	President	Rohrer Real Estate
Larry Salva, Secretary	Retired, Executive Vice President and Chief Accounting Officer	Comcast Corporation
Virginia Rowan Smith	Chair/Group Vice President	Inductotherm Corporation/Inductotherm Group
Samantha Bollendorf, Student Trustee	Student	Rowan University
Michael Harrington, Alternate Student Trustee	Student	Rowan University

**3. URLs of Webpages with Information on Trustees/Governors**

<https://sites.rowan.edu/president/board-of-trustees/>

**Section G: Profile of the Institution**

1. Degree and Certificate Programs

([https://www.state.nj.us/highereducation/documents/pdf/Program\\_Inventory/CIPSORT\\_INST.pdf](https://www.state.nj.us/highereducation/documents/pdf/Program_Inventory/CIPSORT_INST.pdf); accessed 8/17/21)

**CIP 2010: INVENTORY OF DEGREE PROGRAMS OFFERED BY NEW JERSEY INSTITUTIONS OF HIGHER EDUCATION**

LEVEL	DEGREE/AWARD	INSTITUTIONAL PROGRAM TITLE
Bachelor's	B.A.	Advertising
Bachelor's	B.A.	Advertising/Master of Arts in Strategic Communication
Bachelor's	B.A.	Africana Studies
Bachelor's	B.A.	American Studies
Bachelor's	B.A.	Anthropology
Bachelor's	B.A.	Art
Bachelor's	B.A.	Broadcast/Video Systems
Bachelor's	B.A.	Chemistry
Bachelor's	B.A.	Civil Engineering
Bachelor's	B.A.	Communication Studies
Bachelor's	B.A.	Computing and Informatics
Bachelor's	B.A.	Construction Management
Bachelor's	B.A.	Dance
Bachelor's	B.A.	Disaster Preparedness and Emergency
Bachelor's	B.A.	Economics
Bachelor's	B.A.	Education
Bachelor's	B.A.	Elementary Education
Bachelor's	B.A.	English
Bachelor's	B.A.	Environmental and Sustainability Studies
Bachelor's	B.A.	Environmental Science
Bachelor's	B.A.	Geography
Bachelor's	B.A.	Geology
Bachelor's	B.A.	Global Health
Bachelor's	B.A.	Health & Exercise Science
Bachelor's	B.A.	Health Promotion and Wellness Management
Bachelor's	B.A.	Health Studies
Bachelor's	B.A.	History
Bachelor's	B.A.	Human Services
Bachelor's	B.A.	Inclusive Education
Bachelor's	B.A.	Integrated Studies in Geography and the Environment
Bachelor's	B.A.	International Studies
Bachelor's	B.A.	Journalism
Bachelor's	B.A.	Law/Justice
Bachelor's	B.A.	Leadership & Social Innovation
Bachelor's	B.A.	Liberal Studies
Bachelor's	B.A.	Literacy Studies
Bachelor's	B.A.	Mathematics
Bachelor's	B.A.	Modern Languages and Linguistics
Bachelor's	B.A.	Music

<b>LEVEL</b>	<b>DEGREE/AWARD</b>	<b>INSTITUTIONAL PROGRAM TITLE</b>
Bachelor's	B.A.	Philosophy and Religion
Bachelor's	B.A.	Physics
Bachelor's	B.A.	Political Science
Bachelor's	B.A.	Professional Communication
Bachelor's	B.A.	Professional Studies
Bachelor's	B.A.	Psychology
Bachelor's	B.A.	Public Relations
Bachelor's	B.A.	Radio Television & Film
Bachelor's	B.A.	School Nursing
Bachelor's	B.A.	Sociology
Bachelor's	B.A.	Spanish
Bachelor's	B.A.	Spanish Translation and Interpretation
Bachelor's	B.A.	Sports Communication & Media
Bachelor's	B.A.	Teacher of The Handicapped
Bachelor's	B.A.	Teaching
Bachelor's	B.A.	Theatre Arts
Bachelor's	B.A.	Writing Arts
Bachelor's	B.F.A.	Biomedical Art and Visualization
Bachelor's	B.F.A.	Studio Art
Bachelor's	B.G.S.	General Studies
Bachelor's	B.M.	Music
Bachelor's	B.M.	Music Education
Bachelor's	B.S.	Accelerated Dual Degree Program: Computer Science/Data Analytics
Bachelor's	B.S.	Accounting
Bachelor's	B.S.	Athletic Training
Bachelor's	B.S.	Biochemistry
Bachelor's	B.S.	Bioinformatics
Bachelor's	B.S.	Biological Sciences
Bachelor's	B.S.	Biomedical Engineering
Bachelor's	B.S.	Biophysics
Bachelor's	B.S.	Business Administration
Bachelor's	B.S.	Chemical Engineering
Bachelor's	B.S.	Chemistry
Bachelor's	B.S.	Community & Environmental Planning
Bachelor's	B.S.	Community Health Advocacy and Education
Bachelor's	B.S.	Computer Science
Bachelor's	B.S.	Electrical & Computer Engineering
Bachelor's	B.S.	Electrical Engineering Technology
Bachelor's	B.S.	Engineering Entrepreneurship (General Engineering) E
Bachelor's	B.S.	Entrepreneurship
Bachelor's	B.S.	Exercise Science
Bachelor's	B.S.	Finance
Bachelor's	B.S.	Geographic Information Science
Bachelor's	B.S.	Geology
Bachelor's	B.S.	Human Resource Management
Bachelor's	B.S.	Management
Bachelor's	B.S.	Management Information Systems

<b>LEVEL</b>	<b>DEGREE/AWARD</b>	<b>INSTITUTIONAL PROGRAM TITLE</b>
Bachelor's	B.S.	Marketing
Bachelor's	B.S.	Mathematics
Bachelor's	B.S.	Mechanical Engineering
Bachelor's	B.S.	Mechanical Engineering Technology
Bachelor's	B.S.	Molecular and Cellular Biology
Bachelor's	B.S.	Music Industry
Bachelor's	B.S.	Nutrition
Bachelor's	B.S.	Physics
Bachelor's	B.S.	Psychological Science
Bachelor's	B.S.	Supply Chain and Logistics
Bachelor's	B.S.	Surveying Engineering Technology
Bachelor's	B.S.	Translational Biomedical Sciences
Bachelor's	B.S.N.	Nursing
Bachelor's	B.S.N.	RN to BSN
Bachelor's	Certif	Access, Success, and Equity for Educational Innovation
Bachelor's	Certif	Applied Spanish
Bachelor's	Certif	Computer Programming
Bachelor's	Certif	Forensic Studies
Bachelor's	Certif	Fundamental Computing
Bachelor's	Certif	Geographic Information Science
Bachelor's	Certif	Health Physics
Bachelor's	Certif	Management and Leadership
Bachelor's	Certif	Materials Engineering
Bachelor's	Certif	Middle East Studies
Bachelor's	Certif	Mobile Application Development
Bachelor's	Certif	Peninsular Spanish Literature and Culture
Bachelor's	Certif	Public History
Bachelor's	Certif	Spanish American Literature and Culture
Bachelor's	Certif	Sustainable Urbanism
Cert Achiev	Certif	Bilingual/Bicultural Education
Cert Achiev	Certif	Chinese
Cert Achiev	Certif	Community Corrections
Cert Achiev	Certif	Entrepreneurial and Independent Media
Cert Achiev	Certif	Environmental Humanities
Cert Achiev	Certif	French
Cert Achiev	Certif	German
Cert Achiev	Certif	Global Health Studies
Cert Achiev	Certif	Human Services-Administration
Cert Achiev	Certif	Human Services-Criminal Justice
Cert Achiev	Certif	Human Services-Direct Care
Cert Achiev	Certif	Italian
Cert Achiev	Certif	Japanese
Cert Achiev	Certif	Jewish Studies
Cert Achiev	Certif	Management Information Systems
Cert Achiev	Certif	Medical Social Science
Cert Achiev	Certif	Professional Communication
Cert Achiev	Certif	Public Policy

<b>LEVEL</b>	<b>DEGREE/AWARD</b>	<b>INSTITUTIONAL PROGRAM TITLE</b>
Cert Achiev	Certif	Qualitative Research
Cert Achiev	Certif	Spanish
Cert Achiev	Certif	Statistics
Cert Achiev	Certif	Teaching English as a Second Language
Cert Achiev	Certif	Teaching in Urban and Diverse Settings
Cert Achiev	Certif	Technical and Professional Writing
Cert Achiev	Certif	Writing Studies for Educators
Cert Achiev	Grad.Cert.	Holocaust and Genocide Education
Cert Achiev	Grad.Cert.	Industrial Chemistry
Cert Achiev	Grad.Cert.	Research and Leadership in Applied Behavior Analysis
Cert Achiev	Grad.Cert.	Wellness Coaching
Doctoral	Ed.D.	Educational Leadership
Doctoral	Ph.D.	Biomedical Engineering
Doctoral	Ph.D.	Cell and Molecular Biology
Doctoral	Ph.D.	Clinical Psychology
Doctoral	Ph.D.	Education
Doctoral	Ph.D.	Electrical, Electronics and Communications Engineering
Doctoral	Ph.D.	General Engineering
Doctoral	Ph.D.	Geology
Mast.Cert.	Certif	Cannabinoid Chemistry
Mast.Cert.	Certif	First Responder Executive Leadership
Mast.Cert.	Certif	Public Health Preparedness and Emergency Medical Management
Mast.Cert.	Certif	Public Policy
Mast.Cert.	Certif	Sustainability Studies
Mast.Cert.	Grad.Cert.	Chief School Administrator Certification
Mast.Cert.	Grad.Cert.	Combat Systems Engineering
Mast.Cert.	Grad.Cert.	Early Childhood Special Education
Mast.Cert.	Grad.Cert.	Engineering Analytics and Quality Control
Mast.Cert.	Grad.Cert.	Urban Health Disparities
Master's	B.S./M.A.	Mathematics [Combined BS/MA]
Master's	Grad.Cert.	Community College Leadership
Master's	Grad.Cert.	Educational Leadership
Master's	Grad.Cert.	Interprofessional Health Organizations Leadership
Master's	Grad.Cert.	Strategic Innovation
Master's	M.A.	Accelerated BA in Biological Science/MA in STEM Education
Master's	M.A.	Accelerated BA in Chemistry/MA in STEM Education
Master's	M.A.	Accelerated BA in Mathematics/MA in STEM Education
Master's	M.A.	Accelerated BA in Physics/MA in STEM Education
Master's	M.A.	Accelerated BS in Biological Science/MA in STEM Education
Master's	M.A.	Applied Behavior Analysis
Master's	M.A.	Applied Mathematics
Master's	M.A.	Arts Administration
Master's	M.A.	Clinical Mental Health Counseling
Master's	M.A.	Counseling In Educational Settings
Master's	M.A.	Criminal Justice
Master's	M.A.	Data Analytics
Master's	M.A.	Educational Technology



<b>LEVEL</b>	<b>DEGREE/AWARD</b>	<b>INSTITUTIONAL PROGRAM TITLE</b>
Master's	M.A.	Elementary School Teaching
Master's	M.A.	Environmental Education & Conservation
Master's	M.A.	Health and Physical Education
Master's	M.A.	Higher Education
Master's	M.A.	History
Master's	M.A.	Learning Disabilities
Master's	M.A.	Mathematics
Master's	M.A.	Music Education
Master's	M.A.	Pure Mathematics
Master's	M.A.	Reading Education
Master's	M.A.	School & Public Librarianship
Master's	M.A.	School Administration
Master's	M.A.	School Psychology-Professional School Psychology
Master's	M.A.	Special Education
Master's	M.A.	Statistics
Master's	M.A.	STEM Education
Master's	M.A.	Strategic Communication
Master's	M.A.	Subject Matter Teaching
Master's	M.A.	Supervision & Curriculum Development
Master's	M.A.	Theatre
Master's	M.A.	Urban Education and Community Studies
Master's	M.A.	Wellness and Lifestyle Management
Master's	M.A.	Writing
Master's	M.B.A.	Business Administration
Master's	M.B.A.	International Studies/Business Administration
Master's	M.B.S.	Biomedical Sciences
Master's	M.E.M.	Engineering Management
Master's	M.Ed.	Standards-Based Practice
Master's	M.M.	Music Performance
Master's	M.S.	Computer Science
Master's	M.S.	Histopathology
Master's	M.S.	Accelerated BA in English/MS in Teaching
Master's	M.S.	Accelerated BA in History/MS in Teaching
Master's	M.S.	Accelerated BA in Spanish/MS in Teaching
Master's	M.S.	Accelerated BA in Theatre/MS in Teaching
Master's	M.S.	Accounting
Master's	M.S.	Athletic Training
Master's	M.S.	Bioinformatics
Master's	M.S.	Biomedical Sciences
Master's	M.S.	Cell and Molecular Biology
Master's	M.S.	Data Analytics
Master's	M.S.	Engineering
Master's	M.S.	Finance
Master's	M.S.	Molecular Pathology and Immunology
Master's	M.S.	Nursing
Master's	M.S.	Nutrition and Dietetics
Master's	M.S.	Organizational Leadership

<b>LEVEL</b>	<b>DEGREE/AWARD</b>	<b>INSTITUTIONAL PROGRAM TITLE</b>
Master's	M.S.	Pharmaceutical Sciences
Master's	M.S.	Urban and Regional Planning
Master's	M.S.CE	Civil Engineering
Master's	M.S.ChE	Chemical Engineering
Master's	M.S.ECE	Electrical and Computer Engineering
Master's	M.S.EM	Engineering Management
Master's	M.S.ME	Mechanical Engineering
Master's	M.S.N.	Nursing
Master's	M.S.T.	Teaching
Post-Baccalaureate	Certif	American Sign Language
Post-Baccalaureate	Certif	Blockchain Technologies and Cryptocurrencies
Post-Baccalaureate	Certif	Construction Management Practices
Post-Baccalaureate	Certif	Food Systems Planning
Post-Baccalaureate	Certif	Health Communication
Post-Baccalaureate	Certif	Music Therapy
Post-Baccalaureate	Certif	Pre-Health Studies
Post-Baccalaureate	Certif	Russian
Post-Baccalaureate	Certif	Shakespeare Studies
Post-Baccalaureate	Certif	Women, Gender and Media
Post-Baccalaureate	Certif	Women, Gender and Society
Post-Baccalaureate	Grad.Cert.	Advanced Premedical Studies
Post-Baccalaureate	Grad.Cert.	Applied Behavioral Analysis
Post-Baccalaureate	Grad.Cert.	Autism Spectrum Disorders
Post-Baccalaureate	Grad.Cert.	Business
Post-Baccalaureate	Grad.Cert.	Computational Data Analytics
Post-Baccalaureate	Grad.Cert.	Construction Management
Post-Baccalaureate	Grad.Cert.	Creative Writing
Post-Baccalaureate	Grad.Cert.	Cyber Security
Post-Baccalaureate	Grad.Cert.	Early Childhood Coaching and Technical Assistance
Post-Baccalaureate	Grad.Cert.	Editing and Publishing for Writers
Post-Baccalaureate	Grad.Cert.	English as a Second Language
Post-Baccalaureate	Grad.Cert.	Enhancing Instructional Practices in Health Professions Education
Post-Baccalaureate	Grad.Cert.	Evidence-Based Nursing Practices
Post-Baccalaureate	Grad.Cert.	Health Data Management
Post-Baccalaureate	Grad.Cert.	History
Post-Baccalaureate	Grad.Cert.	Integrated Marketing Communication
Post-Baccalaureate	Grad.Cert.	Integrated Marketing Communication & New Media
Post-Baccalaureate	Grad.Cert.	Learning Disabilities
Post-Baccalaureate	Grad.Cert.	Management Information Systems
Post-Baccalaureate	Grad.Cert.	Middle Grades Science Education
Post-Baccalaureate	Grad.Cert.	Networks
Post-Baccalaureate	Grad.Cert.	Project Management
Post-Baccalaureate	Grad.Cert.	Radio/Television & Film
Post-Baccalaureate	Grad.Cert.	Reading
Post-Baccalaureate	Grad.Cert.	Reading/Writing Literacy
Post-Baccalaureate	Grad.Cert.	School Public Relations
Post-Baccalaureate	Grad.Cert.	Secondary Mathematics Education

<b>LEVEL</b>	<b>DEGREE/AWARD</b>	<b>INSTITUTIONAL PROGRAM TITLE</b>
Post-Baccalaureate	Grad.Cert.	Software Engineering
Post-Baccalaureate	Grad.Cert.	Special Education
Post-Baccalaureate	Grad.Cert.	Sustainable Engineering
Post-Baccalaureate	Grad.Cert.	Teacher Leadership
Post-Baccalaureate	Grad.Cert.	Technical and Professional Writing
Post-Baccalaureate	Grad.Cert.	Web Development
Post-Baccalaureate	Grad.Cert.	World History
Post-Baccalaureate	Grad.Cert.	Writing and New Media
Post-Master's	C.A.G.S.	Applied Behavior Analysis
Post-Master's	C.A.G.S.	Mental Health Counseling
Post-Master's	Post MBA. Cert.	Business Administration
Pre-Bachelor's	Certif	Advanced Accounting
Pre-Bachelor's	Certif	Advanced Manufacturing
Pre-Bachelor's	Certif	Adventure Education Leadership
Pre-Bachelor's	Certif	Advertising and Graphic Design
Pre-Bachelor's	Certif	Aerospace Engineering
Pre-Bachelor's	Certif	Arabic
Pre-Bachelor's	Certif	Asian Philosophy and Religion
Pre-Bachelor's	Certif	Bioinformatics
Pre-Bachelor's	Certif	Biomaterials Engineering
Pre-Bachelor's	Certif	Biotechnology
Pre-Bachelor's	Certif	Borders, Port Entry, and Homeland Security
Pre-Bachelor's	Certif	Business Analytics
Pre-Bachelor's	Certif	Combat Systems Engineering
Pre-Bachelor's	Certif	Counterterrorism and Emergency Response Operations
Pre-Bachelor's	Certif	Creative Writing
Pre-Bachelor's	Certif	Crime Mapping and Crime Analysis
Pre-Bachelor's	Certif	Disaster Public Health Preparedness and Emergency Response Operations
Pre-Bachelor's	Certif	Diversity & Inclusion
Pre-Bachelor's	Certif	Elements of Business
Pre-Bachelor's	Certif	Environmental Justice
Pre-Bachelor's	Certif	Environmental Policy and Economics
Pre-Bachelor's	Certif	Ethics
Pre-Bachelor's	Certif	Film/Television Studies
Pre-Bachelor's	Certif	Financial Forensics and Fraud Investigations
Pre-Bachelor's	Certif	Game Media Design
Pre-Bachelor's	Certif	General Literature
Pre-Bachelor's	Certif	Global Business
Pre-Bachelor's	Certif	Industrial Organizational Psychology
Pre-Bachelor's	Certif	Multiethnic American Literatures
Pre-Bachelor's	Certif	Organ, Tissue, and Cell Engineering: Regenerative Medicine
Pre-Bachelor's	Certif	Orthopedic Engineering
Pre-Bachelor's	Certif	Pharmaceutical Engineering and Therapeutic Delivery
Pre-Bachelor's	Certif	Pharmaceutical Science
Pre-Bachelor's	Certif	Philosophy
Pre-Bachelor's	Certif	Professional Preparedness
Pre-Bachelor's	Certif	Professional, Technical, Business, and Scientific Writing

<b>LEVEL</b>	<b>DEGREE/AWARD</b>	<b>INSTITUTIONAL PROGRAM TITLE</b>
Pre-Bachelor's	Certif	Psychology of Sport and Exercise
Pre-Bachelor's	Certif	Public Relations and the News
Pre-Bachelor's	Certif	Religion Studies
Pre-Bachelor's	Certif	Social Studies for Middle School Educators
Pre-Bachelor's	Certif	Sociology
Pre-Bachelor's	Certif	Sport Management
Pre-Bachelor's	Certif	Sports Media
Pre-Bachelor's	Certif	Training and Development
Pre-Bachelor's	Certif	Undergraduate Paleontology
Pre-Bachelor's	Certif	Urban and Community Studies
Pre-Bachelor's	Certif	Urban and Diverse Settings
Prof. Post-Mast.	Ed.S.	Educational Services - School Psychologist Certificate
Prof. Post-Mast.	Ed.S.	Learning Disabilities
Prof. Post-Mast.	Ed.S.	Reading
Professional	D.O.	Osteopathic Medicine
Professional	M.D.	Doctor of Medicine

**Section H: Major Research and Public Service Activities**

**Research & Development Expenditures**

<b>Table II.H: R&amp;D EXPENDITURES: YEAR 2020</b>	
	<b>Amount (\$)</b>
<b>Federally Financed Academic R&amp;D Expenditures</b>	\$15,551,000
<b>Institutionally Financed Academic R&amp;D Expenditures</b>	\$3,737,000
<b>Total Academic R&amp;D Expenditures</b>	\$26,018,000
Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (Survey of Research and Development Expenditures at Colleges and Universities).	

**Brief Summary of Highlighted Research Projects at Rowan 2020**

**Dr. Sarah Ferguson** of Interdisciplinary & Inclusive Education received \$496,963 from the National Science Foundation to broaden participation in the STEM workforce for underrepresented groups from rural communities.

**Dr. Patrice Tremoulet** of Psychology received \$396,601 from the Governor’s Council for Medical Research and Treatment of Autism for the State of New Jersey to improve service for adults with autism through a digital assistant.

**Dr. Darren Boehning** of Biomedical Sciences received \$345,853 from the National Institutes of Health to examine the regulation of calcium signaling by protein lipidation in relation to primary immunodeficiency disease.

**Dr. Richard Jermyn** of Rehabilitation Medicine received \$500,000 from the US Substance Abuse and Mental Health Services Administration to develop a minority AIDS initiative for high risk men of New Jersey.

**Dr. Jie Li** of Electrical and Computer Engineering received \$472,601 from the National Science Foundation for a prestigious CAREER Award focusing on sustainable and resilient electricity distribution systems.

## **Section I: Major Capital Projects Underway in Fiscal Year 2021**

([https://sites.rowan.edu/facilities/Departments/construction/const\\_projects\\_active/index.html](https://sites.rowan.edu/facilities/Departments/construction/const_projects_active/index.html); active 08/19/21)

### **Discovery Hall**



**Location:** Main Campus, Glassboro

**Status:** Construction

**Forecast Project Delivery:** June 2021

**Development Cost:** \$47 million

**Design Consultants:** KSS Architects

**General Contractor:** Terminal Construction

**Project Planning & Development:** Division of Facilities, Planning & Operations

Recent development on the Rowan Campus calls for a thoughtful and strategic approach to the planning and location of new facilities on decreasing developable parcels on campus. Rapid increases in the student population in 2016 and 2017 have put additional strain on limited academic space. Forecasts for the future show that existing facilities will not be sufficient to absorb projected growth that includes a home for the new School of Earth and Environment. The project consists of two parts:

The first is to assess and compare the feasibility of developable parcels on campus to decide on the optimum location for a new academic facility. Part of this assessment is the formulation and quantification of the projected programmatic needs for additional space.

The second is to design and construct a facility based on the findings of the first part, which includes additional laboratories, classrooms and permanent space for the staff and faculty of the School of Earth and Environment. The new building has been named Discovery Hall.

**Jean & Ric Edelman Fossil Park Development**



**Location:** Sewell, New Jersey

**Status:** Construction

**Forecast Project Delivery:** Spring 2023

**Development Cost:** \$67 million

**Design Consultants:** Ennead Architects; KSS Architects

**General Contractor:** To be determined

**Project Planning & Development:** Division of Facilities, Planning & Operations  
Gloucester County Improvement Authority

This project, named the Jean & Ric Edelman Fossil Park after its donors, involves the development of a 65-acre parcel located in Mantua Township. The site, that includes a former open-pit marl mine, will serve as a major museum and research center for the University and exemplify experiential learning and increase STEM literacy for all visitors. Development of a building at the fossil park will incorporate principles of sustainability and green infrastructure as an intrinsic part of its development, will provide faithful stewardship of our environment and strong leadership on issues pertaining to sustainability.

The project has the potential to welcome thousands of visitors per year, including school groups, nature clubs, scouting groups, and tourists who can participate in amateur fossil digs in the quarry, go on nature walks, and explore the site's habitats, geology, and unique natural features, and facilities including: a museum, fossil collection rooms, fossil prep labs, event exhibition space, a cafe, and park space amenities.

**Chamberlain Student Center Expansion**



**Location:** Main Campus, Glassboro

**Status:** Construction Documentation

**Forecast Project Delivery:** Spring 2023

**Development Cost:** \$30 million

**Design Consultants:** ikon.5 architects

**General Contractor:** To be determined

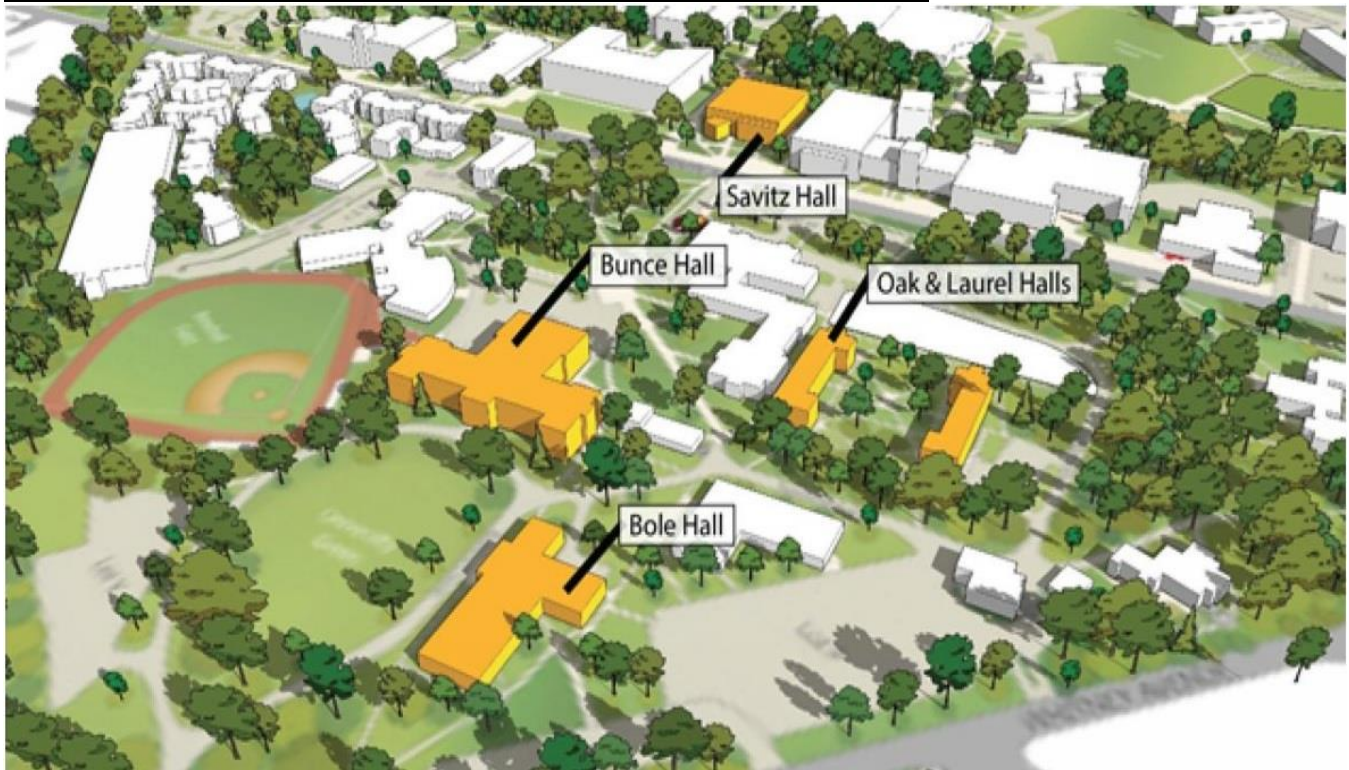
**Project Planning & Development:** Division of Facilities, Planning & Operations

The Chamberlain Student Center expansion is an opportunity to enrich the social and intellectual experiences on campus by providing space to facilitate collaborative working, demonstration and performance student work and flexible social space so students can see and be seen. The expansion is also an opportunity to improve the physical environment of the campus by creating a signature expression that transforms Chamberlain into the social and intellectual hub of the University.

The University is modeling the project after a Greek ‘Agora’ where a central gathering place would be full of diverse program interests, where students, faculty and staff would have an opportunity to see and participate in those diverse interests thus promoting exploration and discovery through active learning. Central to this vision could be a student and class demonstration area where throughout the year, students would present and demonstrate their work in an open common for other students in the student center to see and participate in. These demonstrations and presentations would come from all disciplines throughout the University in support of interdisciplinary learning and collaboration.



**Renovation & Repurposing of Bunce, Bole, Oak & Laurel Hall**



**Location:** Main Campus, Glassboro

**Status:** Schematic Design

**Forecast Project Delivery:** Fall 2022

**Development Cost:** \$20.2 million

**Design Consultants:** KSS Architects

**General Contractor:** To be determined

**Project Planning & Development:** Division of Facilities, Planning & Operations

Changing needs of the University have affected the way academic and administrative space has been organized. Over the years, the allocation and reallocation of space has resulted in several academic and administrative functions being separated and spread across the campus in various buildings. The relocation of the College of Business from Bunce Hall to its new home and other space planning decisions over the recent past have caused a domino effect creating significant opportunities for more logical and efficient space allocation, adjacencies, consolidation, relocation and repurposing.

**Wilson Hall Addition - College of Performing Arts**



**Location:** Main Campus, Glassboro

**Status:** Construction

**Forecast Project Delivery:** Fall 2022

**Development Cost:** \$4.6 million

**Design Consultants:** Fifteen Architecture & Design

**General Contractor:** Arthur J. Ogren

**Project Planning & Development:** Division of Facilities, Planning & Operations

Changes in needs over time have resulted in the allocation and reallocation of space for several academic and administrative departments. Consequently, they have been separated and dispersed across the campus in various buildings with variable degrees of suitability. In many cases, facilities are not being utilized effectively and efficiently, inhibiting the University to maximizing the quality, affordability, and availability of educational opportunities.

The Dance program is currently located within multiple building locations throughout Rowan's Main Campus. As an integral program to the College of Performing Arts, the College needs to centralize this program with the rest offered in Wilson Hall, fulfilling the mission of the College to provide excellence in arts education in a dynamic academic environment.

**Relocation & Demolition of the Cassady Building**



**Location:** Main Campus, Glassboro

**Status:** Construction

**Forecast Project Delivery:** July 2021

**Development Cost:** \$3.6 million

**Design Consultants:** Blackney Hayes

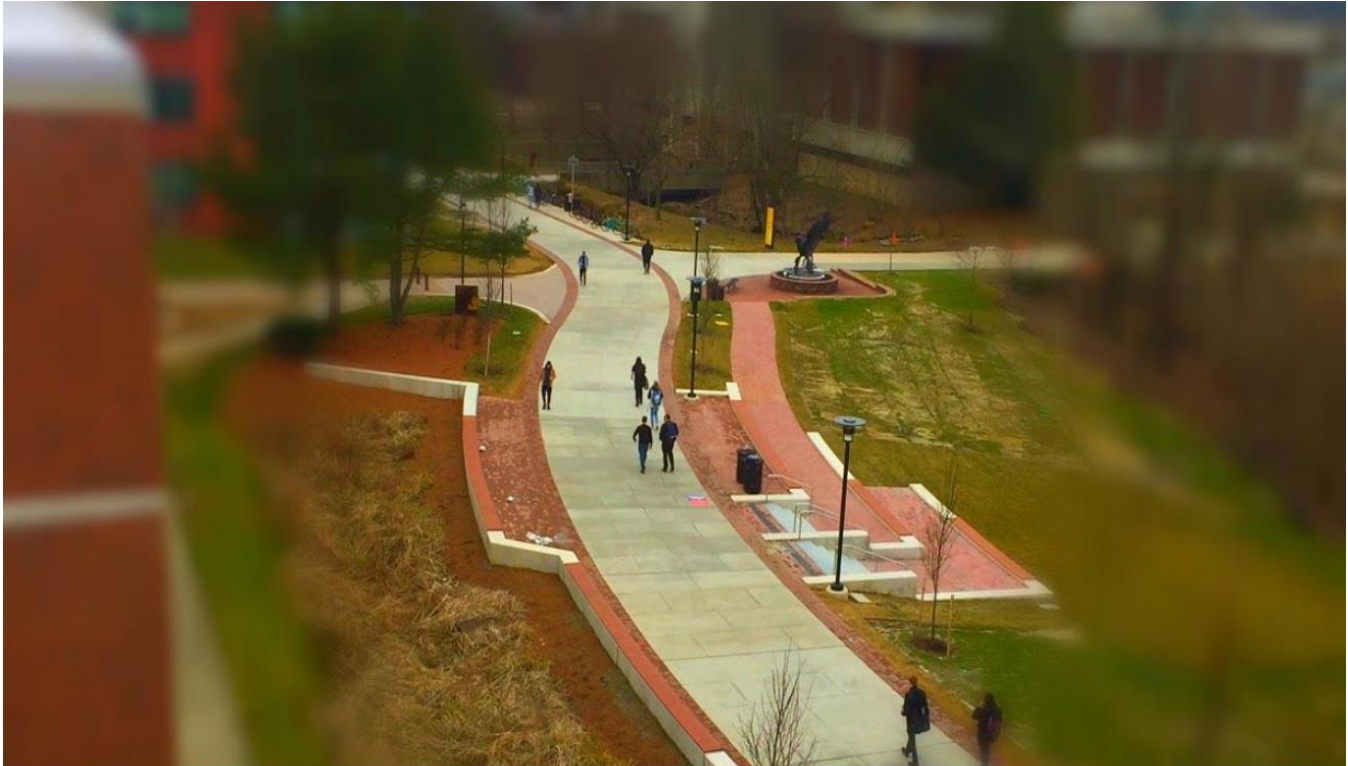
**General Contractor:** JH Williams

**Project Planning & Development:** Division of Facilities, Planning & Operations

This project is significant to the strategic ongoing evolution and development of Rowan’s North campus. The intrinsic need for the Cassady Facilities Building’s relocation aligns with the redevelopment of the North Dorm Halls, the reorganization of the adjacent open-space, and the construction of the New Academic Building. This area, and the impending Phase III of Meditation Walk, will unify the entire North Campus and create a suitable Western entrance with the appropriate visual impact.

The Cassady site is located in the flood zone in the wetlands adjacent to the creek. It provides limited and very expensive potential for development. Removing the Facilities Operations Department from the underperforming and inefficient use of space in Cassady will also provide a location that is more suited to its needs and functions. The University will be leasing space close to campus as the relocation site for the Department of Facilities Operations.

**Meditation Walk & Stream Restoration**



**Location:** Main Campus, Glassboro

**Status:** Construction

**Forecast Project Delivery:** Fall 2021

**Development Cost:** \$1.5 million

**Design Consultants:** Land Dimensions Engineering

**General Contractor:** Command Co. Inc.

**Project Planning & Development:** Division of Facilities, Planning & Operations

As a continuation of the Meditation Walk renovation and Chestnut Branch Creek restoration, Phase III extends the project eastward, establishing an important visual and physical link between the development of Rowan Boulevard, student housing, and the campus core.

Similar to the previous phases, the extension of a renovated Meditation Walk will reduce impervious surfaces, while contributing to campus identity and increasing interaction among the campus community. Pedestrians will have the opportunity to engage with Chestnut Branch Creek and Abbott's Pond via overlooks and seating. Sustainable stormwater management practices will help mitigate adverse conditions that can cause flooding on North Campus and add to degradation of the stream corridor. All of these features support an outdoor environment conducive to learning.

The project is a key part of the ongoing implementation of the University's Stormwater Management and Landscape Master Plan, following Memorial Green, the Crossroads of Robinson Green, and Wilson Hall Performing Arts Courtyard.

**Rowan College of South Jersey (RCSJ) - Rowan Medical Center**



**Location:** RCSJ Campus, Sewell

**Status:** Completed

**Forecast Project Delivery:** Spring 2021

**Development Cost:** \$19.9 million

**Design Consultants:** Garrison Architects

**General Contractor:** Hall Building Corporation

**Project Planning & Development:** Rowan Facilities, Planning & Operations

Rowan College at Gloucester County and Cumberland County College merged on July 1, 2019 to create the Rowan College of South Jersey (RCSJ), a dual campus regional college. Together these two campuses offer more than 120- unique degrees and certificates, combining 100 years of experience to provide a variety of degree selections, cost-saving initiatives, and scholarship and internship opportunities, at one of the lowest tuition rates in the state.

The new Rowan Medical Center on the Gloucester campus of RCSJ is a 56,545 square foot, 2-story building, housing four outpatient medical clinics, a physical therapy suite, cafeteria, office for the Dean, and space for 100 students.

This new building is also the home for the Rowan Integrated Special Needs (RISN) Center. The RISN Center is located on the first floor, providing primary and behavioral health care services for individuals with physical, intellectual and developmental disabilities. Along with RISN, the first floor offers Rowan Medicine services which include family medicine, pediatrics, osteopathic manipulative medicine and pain management.

The second floor is home to the new campus of Rowan SOM (School of Osteopathic Medicine). This new campus is projected to admit its first students in the Fall of 2021.

**Cooper Medical School of Rowan University - Parking Garage**



**Location:** Camden Campus

**Status:** Completed

**Forecast Project Delivery:** Opened Spring 2021

**Development Cost:** \$30 million

**Design Consultants:** SOSH Design

**General Contractor:** Jingoli/Epic Construction

**Project Planning & Development:** Camden County Improvement Authority, Rowan Facilities, Planning & Operations

The Camden County Improvement Authority designed and constructed a new parking deck for shared use by the Cooper Medical School of Rowan University and the general public. The nine-story deck provides approximately 1,100 parking spaces, feature the Cooper Medical School Name, and serves as yet another highlight to Rowan's Camden Cooper Medical School presence. The garage is located adjacent to CMSRU and is approximately 47,000 sq. ft.

**North Campus Gateway and Recreation Center Stormwater Management**



**Location:** Main Campus, Glassboro

**Status:** Completed

**Forecast Project Delivery:** Opened Spring 2021

**Development Cost:** \$1.2 Million

**Design Consultants:** Viridian Landscape Studio

**General Contractor:** Brightline Construction

**Project Planning & Development:** Rowan Facilities, Planning & Operations

As detailed in Rowan’s Stormwater Management and Landscape Master Plan, the north-south spine linking Carpenter Street to the Chamberlain Student Center Plaza is a key corridor for circulation and stormwater conveyance. The first phase of the North Campus Gateway and Recreation Center Stormwater Management plan has addressed runoff as it flows onto campus from Carpenter Street, and as it continues south to the Recreation Center. Strategic grading, permeable asphalt parking, and planting work to intercept and slow water that ultimately enters the Chestnut Branch. By nature of the improvements, the gateway to campus was upgraded in the process. This entrance is critical to establishing Rowan’s- identity for those approaching from the north.

The campus community and visitors now enter North Campus Drive through an attractive and safe route. A tree-lined- driveway flanked by sidewalks with lighting safely guide drivers and pedestrians to and from their destinations. Enhanced signage, street crossings, and speed humps help to slow traffic. Street-side parking offers convenience to those using the adjacent sports fields or the Rec Center.

A future phase of the project is planned to improve the space between the Recreation Center and Mimosa Hall while implementing additional stormwater management best practices.

### **III. Other Institutional Information**



(<https://www.rowan.edu/home/about>; accessed 08/30/21)

#### **Making History**

Since its founding in 1923, Rowan University has evolved from a teacher preparation college to a bustling regional university that's ranked among the best public universities in the North by U.S. News and World Report. Today, Rowan's more than 19,000 students choose from more than 90 bachelor's degrees programs, over 50 master's degree programs, nine doctoral programs and two professional programs. The university is one of just 56 institutions in the country with accredited programs in business, education, engineering and medicine.

#### **Mission Statement**

Rowan University will become a new model for higher education by being **inclusive**, **agile**, and **responsive**, offering diverse scholarly and creative educational experiences, pathways, environments, and services to meet the needs of all students; maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.

[Click here for a printable pdf](#) including the Strategic Pillars, Institutional Goals, Operational Values, and Strategic Domains.

This mission statement was approved on June 14, 2017 by the Rowan University Board of Trustees. For information on the development process, please visit the [Mission Statement Development](#) webpage.



## **Strategic Pillars**

### **Access**

We are committed to expanding quality educational opportunities for students by increasing our enrollment capacity; supporting student success; utilizing an increasing array of pedagogies and platforms; and creating new pathways to undergraduate, graduate, postgraduate, and professional studies.

### **Affordability**

We are committed to keeping education affordable by managing costs; diversifying our revenue streams; reducing student debt; limiting tuition increases to the rate of inflation as measured by the consumer price index; and enhancing internship and employment opportunities for our students and graduates.

### **Quality**

We are committed to providing rigorous, experiential, and engaging educational experiences; support for scholarly, creative, and research activities; a vibrant and healthy campus life; a rich intellectual, cultural, and artistic environment; and a safe, supportive and inclusive culture that respects and values the diversity of all of its members.

### **Economic Engine**

We are committed to benefiting our local and state communities by making every effort to partner with and invest in regional businesses and organizations that contribute in meaningful ways to furthering our mission; preparing an educated citizenry and skilled workforce; enhancing the health of our citizens and the quality of life; and developing innovative products, services, and ideas.

## **Institutional Goals**

- Provide multiple pathways to higher education credentials for students with different needs.
- Commit to success for all learners.
- Build human, infrastructure, and resource capacity.
- Engage in innovative discovery, invention, and application of knowledge.
- Create and develop competitive advantages.

## **Operational Values**

- Student-centeredness
- Inclusivity
- Entrepreneurship
- Accountability
- Engagement
- Teamwork
- Transparency
- Resilience

## **Strategic Domains**

- Undergraduate Core
- Research, Medicine and Health Sciences, Health Care, Research-Based Graduate Programs
- Adult and Continuing Education, Workforce Development, Professional Graduate Programs