PROPOSAL TO ESTABLISH

THE

**SCHOOL OF CONTINUING PROFESSIONAL DEVELOPMENT
(SCPD)**

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

OFFICE OF THE VICE PRESIDENT FOR CONTINUOUS EDUCATION AND OUTREACH

DRAFT REVISION

JANUARY, 2002

INTRODUCTION

As New Jersey's sole comprehensive public research university and the state's land-grant institution, Rutgers University has the tripartite mission of instruction, research, and service. Rutgers has the prime responsibility in the state to conduct fundamental and applied research; to train scholars, researchers, and professionals; and to make knowledge available to students, scholars, and the general public. The university continually seeks to make its educational programs accessible to an appropriately broad student body and to extend its resources and knowledge to a variety of publics, while bringing special expertise and competence to bear on the solution of public problems.

Rutgers' historical legacy as a land-grant institution with a wide-ranging mission to anticipate and meet emerging social needs of the state, the nation, and the world is fundamental to its ethos and mission. This commitment is reaffirmed in the fabric of the university's mission statement and its 1995 strategic plan, *A New Vision for Excellence.*

The University's vision statement provides a concise declaration of its commitment to distinction:

Rutgers, New Jersey's preeminent public university, is one of a small number of comprehensive research universities that are both prepared and committed to exercise national leadership for higher education. We are dedicated to a standard of quality that makes Rutgers a preferred choice for students, a first-rate intellectual environment for faculty, and an outstanding place to work for staff. The University is committed to:

• *Creating knowledge and ideas for the improvement of the human condition.*

• *Preparing students to meet the needs of a changing society and encouraging their personal and professional growth.*

• *Advancing the well-being of our communities, state, and nation.*

• *Sustaining the highest standards in learning, discovery, and engagement with our constituents.*

• *Serving our communities, our state, our nation, and the international community.*

• *Advancing scholarship and intellectual vitality in our academic disciplines.*

• *Attracting, welcoming, developing, and retaining outstanding students, faculty, and staff.*

• *Encouraging the open and civil exchange of ideas and perspectives.*

• *Providing superior curricular and co curricular opportunities for students at all levels.*

• *Educating exceptional leaders and citizens for future generations.*

• *Fostering a supportive and collaborative social environment, and a community dedicated to respecting and valuing diversity.*

• *Maintaining a safe, clean, and attractive physical environment.*

• *Maintaining accessible, responsive, and cost-effective programs and services.*

• *Dedicating our learning community to ongoing self-assessment and unceasing improvement of all that we do.*

Already a major force for the creation and application of new knowledge, Rutgers has a clear vision of its future, which is nothing less than to stand with the best American public research universities by 2010. The University will achieve this goal through a multi-dimensional process that includes building on our strongest programs and directing our growth toward meeting state needs.

EMPLOYMENT PROJECTIONS AND EMERGING EDUCATIONAL NEEDS

State educational needs are rapidly changing. In a recent report based on U.S. Department of Labor projections, the New Jersey Commission on Higher Education predicted that shifts in demographic patterns and an increasing reliance on technical skills in the workforce will result in a labor shortage of unprecedented intensity in the first decades of this century. This trend is especially important for states like New Jersey, which depend heavily on high technology industry and service professions.

In New Jersey, employment projections point to an increasing need for degree completion and professional development programs:

- With a 1998-2008 projected growth of 193,000 jobs, or 20.7%, professional and technical occupations are expected to account for two out of every five new positions. Some occupations within this high skill/education requirement area will experience significantly higher growth rates, including applied computing, health services, public safety, and sales.[1]

The New Jersey Business and Industry Association (NJBIA) recently reported that:

- 59% of companies surveyed had difficulty in finding adequately trained managerial talent;

- 72% had difficulty in finding professionals and technical talent in high growth areas;

- 80% had difficulty in hiring adequate trained and skilled employees.

As changes in business and industry increasingly require lifelong professional education to remain competitive in a rapidly evolving labor market, colleges and universities throughout the nation are striving to serve off-campus, adult students. Many of the new jobs will require high technology skills and advanced education; new higher education degree and certificate programs will be needed to prepare citizens for the new workforce needs. In New Jersey we can expect increasingly high numbers of nontraditional age students, who are seeking higher education in direct response to these emerging workforce demands.[2] As a leader in the telecommunications and pharmaceutical industries, and home to more than 500 research and development laboratories, New Jersey has a significant need for certificate and degree programs to prepare a high-tech workforce. At the same time, other fields, such as healthcare fields, land use planning, and law enforcement are growing at unprecedented rates. (See Appendix 1, Employment Growth.)

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[1] Boyd, Mark B., Commissioner, *Projections 2008: New Jersey Employment and Population in the 21st Century, 1998 Base Year*, Division of Labor Market and Demographic Research, Department of Labor, State of New Jersey, Trenton, NJ, June 2000, pp 14-24.

[2] New Jersey Commission on Higher Education, *Higher Education: Meeting Challenges of the Future*, State of New Jersey, 2001.

Successful university-based programs develop very specific job market skills, using adult-oriented pedagogy to broaden, enlighten, challenge and enrich. While colleges and universities may have the resources to respond to these needs, work and family responsibilities make commuting to college campuses impractical for most adult students. Continuing education programs must be locally accessible to truly serve this population.

Projected regional growth cannot be accommodated by existing college campus programs. The New Jersey Commission on Higher Education has documented the need for upper-division degree-completion programs, distributed throughout the state for regionally place-bound and adult students (See Appendix 2, CHE Survey.) For example, the Commission on Higher Education already has identified the Monmouth/Ocean County region as an area of need. The number of students graduating from high school in that area will increase 50% within the next decade. This will put pressure on existing institutions to serve traditional age students. This, in turn, will increase demand for adult education, as former students need to retrain and prepare for rapidly changing workplace needs. In Monmouth/Ocean County, job growth in technology and tourism, key elements in that region's economy, will outpace the state average and will create demand for vocationally oriented education programs. Warren, Sussex, and Western Morris counties, in the northwestern region of the state, will also experience higher than average growth, in both population and industry. The population of Sussex County, for example, continues to grow at approximately 20% per decade, far exceeding the state's average growth rate. Adults in these regions and other underserved areas throughout the state will need greater access to public higher education.

The Commission has urged New Jersey colleges and universities to develop flexible programs to serve the needs of nontraditional students, through innovative distance education solutions, off-campus courses in geographically dispersed areas, and enhancement of articulation and transfer agreements between the state's two- and four-year schools. These alternative modes of instruction will be necessary to meet the growing demand from non-traditional adult students.

Rutgers has a long and successful record of serving diverse professional development needs around the state. Currently, over thirty departments offer off-campus continuing education programs in fields as diverse as information technology, nursing, engineering, pharmacy, psychology, social work, math and science education, English as a Second Language, and turf grass management. Building on this extensive set of offerings, Rutgers is in an excellent position to respond to the emerging educational needs of adult students. While maintaining its traditional strength in arts and sciences, Rutgers is committed to developing such new professional and career-oriented programs as are warranted by public interest, social need, and employment opportunities.

For all of the reasons described above, Rutgers plans to establish a new academic unit designed to align academic planning and distributed program delivery directly with rapidly changing workforce developments in the state of New Jersey. This unit will combine the standards of excellence that now characterize Rutgers programs both on and off-campus, with a self-sustaining budget that will foster the development of programs as needs arise and change. The new unit will cooperate extensively with existing programs at the University and will develop new degree and certificate offerings to meet new, clearly identified educational needs. (See Appendix 3, Description of Process.)

SCHOOL OF CONTINUING PROFESSIONAL DEVELOPMENT

OVERVIEW

As the state's only public comprehensive research university and its land grant institution, Rutgers is committed to developing new professional and career-oriented programs in response to public interest, social need, and employment opportunities. It is in this context that the Office of Continuous Education and Outreach is developing a new school for applied and professional studies.

The School of Continuing Professional Development (SCPD) is designed to align academic planning and program delivery with rapidly changing workforce developments in the state. SCPD will develop and deliver high-quality, high-priority, innovative and flexible applied and professional studies programs off-campus. With a sound self-support financial structure and a comprehensive infrastructure for student services, programs will be offered at conveniently located sites around the state and directly to students over the Internet.

Currently, Rutgers offers several high quality off-campus applied/professional degree programs, through the School of Management and Labor Relations, the Rutgers Business School-Newark and New Brunswick, the School of Business-Camden, and the Graduate School-Newark. Other units, including the Graduate School of Education; the School of Communication, Information, and Library Studies; and the School of Social Work, provide off-campus courses but not degrees. In keeping with the on-campus focus of their missions, most of their off-campus programs are very similar to their on-campus offerings. SCPD will provide a structure for new types of applied and professional programs for which there are demonstrable needs to complement the offerings of these units.

Excellent programs require high-quality facilities, infrastructure, and staff support as well as excellent faculty. While adult students have expressed strong preference for Rutgers, their work and family obligations make regular travel to Camden, New Brunswick, or Newark not feasible. Centralized, coordinated support at distributed sites available through a new unit with a focused mission for off-campus applied and professional programs will provide these necessary resources not only for itself, but also for existing units wishing to take advantage of these resources to expand their own capabilities. A brief description of the types of programs, program sites, quality control, infrastructure, and financial structure follows. Plans for the School are responsive to the recommendations of the College of Applied and Professional Studies (CAPS) Advisory Committee. (See Appendix 4, Advisory Committee Report and Appendix 5, Map of Committee Recommendations to Final SCPD Report.)

Types of Programs

SCPD will deliver upper-division degree completion and post-graduate applied and professional education to adult, off-campus students, by:

- Developing workforce-oriented applied and professional upper-division baccalaureate programs, in concert with New Jersey's community colleges and Rutgers University colleges and schools on all three campuses;

- Restricting development of new undergraduate programs to those that serve off-campus adult students, with a focus on populations in need of educational programs, as identified by the New Jersey Commission on Higher Education;

- Restricting new graduate certificate and master's degree programs to those that

serve off-campus adult students, consistent with New Jersey's emerging workforce needs;

- Developing a high quality full-time faculty, whose reappointment and promotion will be based primarily on teaching-advising-counseling, service, and secondarily on scholarship, the latter oriented toward industrial or public service issues;

- Hiring faculty and staff who will serve as advocates for the off-campus students and who have expertise in serving the needs of adult students, including portfolio assessment and learning gained from life and work experiences.

Program Sites

SCPD will take the educational expertise of the University to off-campus, geographically disbursed students, by:

- Creating a network of accessible off-campus locations to expand educational outreach and explicitly linking the new school's mission to Rutgers' land grant mandate;

- Employing distance-learning technologies, including online and interactive video modes of instruction, to extend educational opportunities, both within the borders of the state, and beyond.

The new unit will serve regions of the state identified as underserved by the Commission on Higher Education. These include areas in Monmouth-Ocean, Trenton-Flemington, Atlantic-Cape May, and Northwestern New Jersey. The Rutgers University Office of Continuous Education and Outreach already has a presence in the first two areas; the third is being discussed with the higher education and government officials in the Atlantic City region, and the newly located Western Morris continuing education center can provide a preliminary site while other strategies are explored for the northwestern portion of the state.

Quality Control

SCPD will develop and offer professional educational programs of the highest quality for adult students. The means to achieve that quality will be guaranteed by:

- Using standard Rutgers oversight and review processes, at the departmental, collegiate, and university wide level for developing courses and curricula and for hiring faculty;

- Using ongoing self-study, peer review, and outside review of all programs on a regular basis, as well as student evaluations of courses, programs, and faculty;

- Requiring appropriate certification/accreditation, within a reasonable time frame, by established specialized accreditation organizations;

- Selecting highly qualified faculty to develop and deliver programs.

Infrastructure

SCPD will provide staff, including on-site advisors, administrative support, and marketing services to support off-campus programs.

- SCPD will provide off-campus students enrolled in its programs with full-service on-site support, including advising and administrative assistance;

- SCPD will work with Rutgers' on-campus colleges whenever that is mutually beneficial. If requested, SCPD will complement ongoing efforts, by providing staffing, administration, and marketing to benefit these off-campus efforts. Existing units will determine if, when, and how they want to participate in SCPD-initiated programs;

- SCPD will work with RUCS and NJEdge.Net to develop off-campus electronic communications through a statewide telecommunications network.

Financial Structure

SCPD will utilize innovative business models to ensure cost-effective/cost recovery delivery of programs.

- SCPD will not be supported by state lines; it will have a self-support budget and will set tuition and fees at levels needed to support first-rate off-campus sites.

- The University will invest $2.3 million over a three-year period for the development and support of initial infrastructure and 16 non-state funded faculty positions. This investment is designed to provide significant leverage. It is anticipated that the University's investment will generate 30 additional self-supported full-time faculty positions by 2005-2006.

- Programs will be reviewed regularly to assess fiscal solvency and will be phased out, in a manner that allows students to complete their requirements, if no longer capable of supporting themselves.

- Enrollment projections for 2007-2008 are expected to generate approximately 47 full-time, self-sustaining faculty positions and 15 staff positions, thus leveraging this initial investment by a factor of almost 4**:**1.

- The new academic unit will provide a clear point of accountability for developing off-campus programs.

For a description of the history of off-campus planning at Rutgers, see Appendix 6; for a description of professional development programs at peer institutions, see Appendix 7.

ACADEMIC PROGRAMS

Program Priorities

Different factors were considered in the development of proposed programs, including identification of regional program demands and key service areas and resources available for efficient and effective means of delivering programs. The recent Commission on Higher Education Survey of two-year colleges was useful in these efforts, as were workforce demand data. SCPD will explore development of the following four programs:

- Upper division degree-completion and master's degree programs in applied computing and network administration with programming, database, digital video and animation, webmaster, and media and graphics subspecialties;

- Upper division degree-completion and master's degree programs in the management of justice systems;

- Upper division degree-completion and master's degree programs in economic development and real estate, including development, finance, management, and construction project management subspecialties;

- Upper division degree-completion programs in health care administration, following the AUPHA accreditation model.

See Appendix 8 for evidence of need for specific programs.

Each major program will consist of a coherent core of subject matter representing 30 credit hours at the upper division level. All programs will integrate professional competencies, including, but not limited to leadership, diversity awareness, critical thinking, mediation and negotiation skills, communication skills, information technology, and teamwork.

This document does not propose specific majors or a curriculum for the new school. The creation of a new academic unit does not constitute approval of any specific programs or majors.

As SCPD develops, it will also offer credit courses in other applied and professional areas. These courses will serve as electives for SCPD students and will be used by other students in non-degree certificate programs.

Professional Degrees

Since SCPD is designed to provide applied and professional training to adult students, it will grant degrees that both represent the nature of these programs and appropriately differentiate SCPD degrees from those granted by other Rutgers schools and colleges. Thus, SCPD will offer the Bachelor in Professional Studies (BPS) and the Master in Professional Studies degree (MPS) only (Advisory Committee Recommendation #12).

STRUCTURE OF THE SCHOOL

The School of Continuing Professional Development will be unique among Rutgers degree-granting units because its faculty will not be tenured and because all of its programs will be self-supporting. The proposed administrative structure is designed to ensure that the high standards that govern faculty hiring and promotion and program development throughout the university are protected under the structure of the new School. At the same time, the School is designed to respond effectively to changing student needs and employment opportunities; the administrative structure is thus built to ensure flexibility in its operations. SCPD will be agile in responding to changing academic needs and, at the same time, will maintain rigorous procedures to ensure academic quality.

Faculty

SCPD faculty, responsible for core instructional, curriculum and advising functions, will be hired on non-state funded lines with term appointments consistent with University policy. Most will be full-time.   Each full-time faculty member will be a member of the faculty of one or more degree programs.

Teaching, counseling, advising, and public service will be the primary responsibilities of the SCPD faculty, with practitioner-oriented scholarship as a secondary responsibility. While the SCPD faculty will not be tenure-eligible or tenured, they will benefit from representation by an appropriate bargaining unit, most likely the American Association of University Professors, which represents other faculty at Rutgers (Advisory Committee Recommendation #3). Significant involvement of tenured faculty from other Rutgers units in the appointment, review, and promotion of SCPD faculty will provide both quality control and an important pro-active mechanism to help ensure academic freedom among the term SCPD faculty.

SCPD will recruit faculty with excellent teaching qualifications. Appointments will be subject to rigorous academic review of performance and renewable upon mutual agreement, with the involvement of the SCPD Executive Board. Review will be based primarily on instructional quality, with due regard for service and applied scholarship. Faculty performance review will be modeled after the standard Rutgers faculty reappointment process. Faculty appointment, reappointment, and promotion committees will be formed for each broad program area developed within SCPD, and appropriate qualified tenured faculty from throughout the university will constitute majority membership on these committees.

As a principle of SCPD operation, in accordance with CAPS Advisory Committee Recommendation #1, wherever possible, tenured faculty will be involved in the recruitment and appointment of SCPD faculty. In addition, in accordance with the SCPD Advisory Committee Recommendation #2, SCPD will involve tenured faculty in its reappointment and promotion committees. Specifically, there will be a reappointment and promotion process for SCPD faculty that mirrors as closely as possible the process for tenure-track faculty. As recommended by the Advisory Committee, reappointment and promotion will based upon the quality of contributions in the classroom, the quality of service, and the quality of scholarship. Tenured faculty will constitute a majority of the SCPD appointment and promotion committees. Involvement of tenured faculty in the recruitment, appointment, and review of SCPD faculty will also ensure that the quality of the collegiate faculty is commensurate with Rutgers' standards and academic standing.

Faculty titles will parallel titles used for extension professors. Most faculty will be appointed as instructors. Advancement in rank will follow the traditional tracked pattern of instructor → assistant extension specialist → associate extension specialist → extension specialist. Instructors may be granted reappointment annually after review of their performance. Promotions will entail formal review

processes that are similar to processes in use elsewhere in the University, involving senior program faculty, tenured personnel committee faculty, SCPD Executive Board, and decanal review. Formal recommendations will be sent to the Vice President of Continuous Education and finally to the University Vice President for Academic Affairs.

School faculty will be expected to maintain a full teaching load each semester. SCPD will use part-time lecturers to supplement the instructional resources provided by the full-time faculty. University standards and policies regarding PTL appointments will govern hiring and retention at SCPD.

The School of Continuing Professional Development will develop partnerships with existing schools and colleges, and encourage participation in SCPD programs by those on-campus faculty who both wish to contribute and whose participation is endorsed by their departments and deans. SCPD will draw on the expertise of existing tenured faculty in the development, approval, and instruction of its academic programs. These collaborations will work to the mutual benefit of SCPD and the existing tenured faculty and schools, and will exist only when mutually agreed upon.

Tenured faculty from other units who are in related fields and have expertise in a relevant subject may be willing to participate in SCPD program curriculum development, curriculum review, or faculty search committees, or to teach in a SCPD program. Participation will be determined through negotiations involving the faculty member, department chair, on-campus dean, and SCPD administration. The locus of tenure will not change. Such participation by faculty should not draw resources away from on-campus programs, but should be used as a way to provide added value to those programs. In cases where there may be few or no tenured faculty in a particular SCPD program area, faculty from cognate disciplines should serve on program curriculum committees. Hence, consistent with the SCPD Advisory Committee Recommendation #4, SCPD will involve tenured faculty in its instructional programs.

Partnerships may be developed whereby on-campus courses may be transmitted using interactive video to off-campus SCPD sites. In liberal arts areas, for example, where SCPD will not build faculty capacity, considerable opportunities exist for partnerships with many departments on all three main campuses. Cooperation and coordination with emerging SCPD programs will provide existing departments with opportunities to generate resources to support their own on-campus programs.

Executive Board

SCPD will establish an Executive Board, consistent with SCPD Advisory Committee Recommendation #5. The Board will:

- Review and approve all academic programs and curricula;

- Provide regular review of and advice on improving the academic and financial performance of existing programs;

- Approve appointments and renewals of SCPD core faculty;

- Provide academic advice on proposed new initiatives to the SCPD dean;

- Provide liaison with other units in cases where SCPD programs draw upon courses and faculty of these units;

- Ensure that existing Rutgers faculty with appropriate expertise be included in the planning for all new degree programs;

- Set the general education requirements for SCPD programs (Advisory Committee Recommendation #7).

Members of the Executive Board will be drawn from different schools within the university and will include faculty from traditional academic units, full-time faculty from SCPD, and academic administrators holding tenured faculty positions. A majority of the Executive Board will be tenured faculty. The Executive Board will provide key links between SCPD and the rest of the university community, allowing SCPD to benefit from the experience and expertise of faculty from other units and ensuring the development of mutually-beneficial relationships between SCPD and the university as a whole.

Dean

The Dean will be responsible for overseeing the academic and business aspects of the College. This oversight includes working with adjunct and full-time faculty, maintaining excellence within the academic programs, and maintaining the Middle States Commission on Higher Education accreditation standards.

In addition to a broad understanding of adult education, possession of a knowledge base and passion for innovative modalities of educational delivery, and a rigorous commitment to quality (Advisory Committee Recommendation #21), the SCPD Dean should have:

- An earned academic doctorate from an accredited university;

- Demonstrated academic leadership and a record of success in an academic environment;

- Knowledge of higher education issues and trends, particularly as they concern adult professionals;

- A record of successful college teaching;

- A record of innovation in the development and implementation of distributed and distance programs;

- Experience as an academic administrator, including planning, budget management, and staff supervision;

- Demonstrated entrepreneurship abilities.

- The option of tenure if the candidate has appropriate credentials to achieve tenure in an existing academic department.

Consistent with its academic mission, the Dean of SCPD will report to the University Vice President for Academic Affairs.

Professional Staff

The School will have a support staff, consisting of a small core of the following professionals:

- An educational market analysis specialist will have a dual responsibility to assess the needs of the degree completion and post-baccalaureate market and to directly assist in development of successful strategies for program development, marketing, and enrollment management.

- Computer and curriculum design specialists will be responsible for collegiate on-line instructional systems, web-sites, and electronic communication strategies. These technical and instructional design professionals will work closely with RUCS, program directors, and faculty to ensure effective use of resources for distributed programming.

- An academic counselor/portfolio specialist, who will serve as an Assistant Academic Dean, will have a background in adult education and academic counseling, including portfolio assessment to allocate academic credit for learning derived from professional experience.

- Site supervisors at each off-campus site will provide on-site coordination of facilities for SCPD and other Rutgers programs.

Personnel responsible for the delivery of academic support services will be integrated into the appropriate SCPD and University committees to leverage activities between the School and other University units (Advisory Committee Recommendation #15).

Academic Organization

Initially SCPD will have programs, not departments. Faculty appointed to a particular academic program will be responsible for the academic oversight of that program. Each of the programs will have at least one full-time faculty member budgeted during the planning year. This faculty member will serve as program director.

Recruitment for these positions will occur shortly after approval of SCPD by the Board of Governors. Personnel Selection Committees, consisting primarily of tenured faculty in other academic units, will be appointed and charged with the responsibility of recruitment and selection of these program directors. Once selected, these directors will work with the Dean and cognate faculty at the University to recruit additional full-time faculty for each of the initial academic programs.

Program faculty will be responsible for the academic oversight of the major degree programs, adding, modifying, and deleting courses within their respective programs; monitoring quality and standards; advising and certifying students; and all other issues related to the successful delivery of baccalaureate and professional master's degree programs. At the outset, the SCPD Executive Board will determine the general education requirements for each of the SCPD major programs. When SCPD has 20 full-time faculty, the establishment of collegiate general education requirements will become the domain of the SCPD faculty, with consent of the Executive Board.

Faculty academic governance at the school will be similar to that in other small-to-moderate sized faculties at the University. Standing committees will include curriculum and instruction, appointments and promotion, admissions, planning, library, and technology and instructional resources.

Relationship to Existing University Units

In order to provide the best possible quality of both academics and student services to adult and continuing education students in New Jersey, SCPD will seek a high level of involvement from existing units. Existing units and SCPD can benefit in important ways from each other, for example, some units may wish to work collaboratively with SCPD to offer new off-campus programs, which could enhance the resources available to on-campus programs. In general, the aim is to encourage cooperation wherever it is of benefit to both SCPD and the unit currently engaged in outreach programs. SCPD and existing units within Rutgers will be encouraged to work together when mutually beneficial interactions are likely to occur (Advisory Committee Recommendation #16).

Collaboration between SCPD and existing off-campus non-credit programs may also be mutually beneficial. Cooperation with SCPD may help extension programs identify new sources of students, additional areas for program development, and additional instructional talent. SCPD, in turn, will benefit from the strong relationships between extension programs and their constituencies, who may wish to obtain baccalaureate or advanced degrees.

Existing off-campus professional programs offered by Rutgers units; including the Graduate School of Education; the School of Social Work; the Rutgers Business School – Newark and New Brunswick; the School of Communication, Information, and Library Studies; the Graduate School-Newark; the College of Nursing; the Ernest Mario School of Pharmacy; and others will continue to have the same autonomy that they now enjoy (Advisory Committee Recommendation #18). All academic, personnel, and administrative decisions of these units will continue to be under the jurisdiction of the respective academic units. These units will determine whether they wish to use SCPD services to support existing and planned programs.

SCPD will not offer liberal arts courses at any level nor will it offer lower-level applied and professional courses (Advisory Committee Recommendation #19). Prospective SCPD students needing general education or prerequisite courses will be directed to one of the Rutgers University colleges or to a community college. Further, any arts and sciences courses offered at any of the SCPD off-campus sites will be offered under the auspices of the appropriate liberal arts college and the instructors in these courses will be appointed by and supervised by the relevant FAS department (Advisory Committee Recommendation #20).

SCPD will work with each of the three University Colleges to determine the extent to which cooperation and sharing of resources can be used to further their adult education missions (Advisory Committee Recommendation #17). Some of the potential benefits of working together include:

- Cost-effective joint marketing of programs for adult students to enhance student information and opportunity;

- Ease in transferring from one of the University Colleges to SCPD and from SCPD to the Us, depending on articulation agreements reached by the governing bodies (i.e., faculties and/or fellows) of each of the colleges;

- Facilitating the completion of distribution requirements by SCPD students through courses offered by on-campus units;

- Cooperation and standardization in portfolio assessment to provide students better advising and course planning.

SCPD will also work closely with Rutgers Cooperative Extension (RCE) (Advisory Committee Recommendation #22). Joint efforts may include:

- Advertisement and cross-promotion of programs, since RCE is in direct contact with the constituency SCPD seeks to serve;

- Use of RCE faculty. RCE does not offer degree programs; SCPD may develop programs in areas of RCE expertise, and would benefit from close cooperation with RCE faculty;

- Use of tenured RCE faculty. It is anticipated that senior extension faculty will play an active role in SCPD hiring and promotion committees, as well as in program development;

- Use of RCE facilities. RCE off-campus stations are currently tied into or will shortly be tied into the main Rutgers campuses through voice-video links. These facilities may serve as locations from which courses can be shared;

Relationship Between On-Campus Students and SCPD Students

Student registration between SCPD and on-campus units will be restricted (Advisory Committee Recommendation #8):

- Students must apply directly to SCPD for admission. To be eligible, students must have completed an associate degree or have completed 60 credits in good academic standing. Since SCPD will not offer liberal arts courses or lower-division applied and professional courses, students will need to have completed all lower division general education requirements and prerequisite professional courses for their desired SCPD program before enrolling in SCPD. SCPD will work with the community colleges in order to give students a clear roadmap of what they must do in order to transfer successfully to SCPD upon completion of their associate degree (Advisory Committee Recommendation #9).

- Transfers between SCPD and an on-campus school will require the same application review as any other transfer from one campus to another.

- On-campus undergraduate students will not be able to major in a SCPD program unless the major is jointly offered by SCPD and an on-campus unit; other on-campus students wishing a SCPD major will be required to transfer to SCPD.

- Whether SCPD courses fulfill on-campus major or collegiate general education requirements will be determined by the faculty or fellows of the individual on-campus units.

- SCPD students will not be eligible for participation in intercollegiate athletic programs.

PROGRAM DEVELOPMENT AND REVIEW

New Programs

SCPD administration, faculty, and Executive Board, in close collaboration with deans and faculty of cognate schools and departments, will develop new academic programs. Proposed SCPD degree programs will go through the same approval process as other new program proposals that are developed by existing academic units (Advisory Committee Recommendation #11).

The following steps will be taken to ensure adequate involvement of existing tenured faculty in the development of SCPD program proposals:

- The SCPD Executive Board and other appropriate tenured faculty members and academic administrators will be involved early and to a major extent in the development of all preliminary program proposals for SCPD programs (Advisory Committee Recommendation #10);

- The SCPD Dean will circulate a list of potential program ideas to all academic deans as a mechanism for identifying faculty in existing units who may assist in developing program proposals, as well as mechanisms for resolving potential program overlap or redundancy before a given proposal is fully developed;

- New program curriculum development committees will be established for all programs proposed at SCPD. These committees will have a majority representation of tenured faculty from cognate disciplines most closely aligned with the new program area. Committees will develop the proposed new curriculum and work with existing schools and external consultants to ensure the creation of a high quality program. The preliminary program document will be forwarded to the SCPD dean and Executive Board (Advisory Board Recommendation #13).

The process of new degree program approval will be identical to that followed by all other units at Rutgers. See http://oirap.rutgers.edu/AcadProgDev.html. The process is designed to ensure that care is given to the design and development of new programs and that resource issues are properly addressed and sufficient attention is given to potential enrollment and service.

Program Review

The instructional quality of SCPD programs will be ensured through accreditation, teaching evaluation, and program oversight mechanisms consistent with procedures elsewhere at Rutgers, with due emphasis on teaching evaluations and faculty development (Advisory Committee Recommendation #6).

Each program will be reviewed at least every three years to ensure that adequate demand and enrollments continue to exist for programs. SCPD will plan for appropriate increase or reduction in size or program elimination, based on student demand. In the case of program dissolution, adequate provision will be made for enrolled students to complete their programs.

In a manner similar to other academic programs within the university, on a cyclical basis, SCPD programs will produce self-studies and will be reviewed by external peer review teams. Following the external reviews, the programs will be evaluated by the President's Committee on Standards and Priorities in Academic Development and recommendations for improvement in administrative structure, curriculum, or other related matters will be made to the Dean and the University Vice President for Academic Affairs.

The quality of SCPD programs will be best ensured in the long term by attaining and maintaining accreditation. Each program will be required to seek accreditation from the appropriate professional accrediting authority within a reasonable time frame. Accreditation will be a major element in decisions regarding the future of programs. Teaching excellence will be measured in the same manner as elsewhere at Rutgers, using course evaluation and student feedback. Student outcomes will play a very important role in the overall assessment of each program.

Identification of New Initiatives

Timely and accurate workforce development information is necessary for determining new program areas. SCPD will benefit from a partnership with the John J. Held rich Center for Workforce Development at the Edward J. Bloodstain School of Planning and Public Policy. This university-based organization employs cutting-edge research and evaluation projects to identify best practices in workforce development and policy by providing independent analyses for reform and innovation in policy-making. Held rich Center partnerships with the private sector to design effective education and training programs will also benefit SCPD.

The Held rich Center will provide an annual report on the state of the New Jersey workforce to the SCPD administration, focusing particularly on educational and training opportunities. SCPD administration will use this information as one of several resources to identify applied and professional program opportunities, as well as opportunities for innovative partnerships with existing academic units. Information provided by the Held rich Center will be supplemented by other data, surveys, and analyses. The SCPD Dean, faculty, and the Executive Committee will determine which program areas are appropriate candidates for educational programs, at the level of a course, certificate program, or a new degree offering.

PROGRAM DELIVERY

Delivery Modes

SCPD programs will use a range of delivery methods including live instruction at multiple selected sites, live hybrid courses that utilize considerable Internet support, and courses using asynchronous interactive pedagogy. Telecommunication and Internet technologies will be used extensively to support programming, through both two-way interactive video and web-based courses, making use of the Rutgers Regional Network and NJEdge.Net, the statewide electronic backbone for higher education. Computing support will be essential for both the academic and administrative functions of SCPD. Staff and infrastructure, including network, equipment, software, and maintenance, will be built into the SCPD budget.

Library/information services will be designed to meet the needs of distance learners and will be delivered primarily through the network. While SCPD students will have access to all of the electronic

and print resources of University Libraries, most SCPD programs will require additional resources, such as specialized trade and professional literature. SCPD will employ a librarian whose responsibilities will include the coordination of all distance education support, such as on-site instruction in the use of information resources for course-related work and life-long learning, development of online reserve readings and tutorials, e-mail reference and consultation, and technical programming. The librarian will ensure that information support is well coordinated and responsive to student and faculty needs.

To ensure that these support services work effectively, personnel involved in the design and delivery of these services will be appointed to appropriate SCPD committees. Inclusion of academic support personnel will further ensure close coordination between SCPD and other university units. Recognizing the importance of high quality support, the costs of support services, such as advising, computing, and library assistance will be built into the budget for SCPD (Advisory Committee Recommendation #14).

Facilities

Consistent with the organizational principles of SCPD, securing appropriate facilities will be accomplished through several strategies, including partnerships with community colleges, leasing of strategically located space from private developers or institutions, use of appropriate university resources statewide, innovative reallocation of certain university facilities, and other appropriate strategies.

Initially, SCPD administration and some of the faculty will have office space on the New Brunswick Campus at the University Inn and Conference Center. The Inn and Conference Center will be reconfigured to provide bedrooms for residential guests and faculty and staff offices for SCPD. The University Inn Annex will also be available for faculty use by 2003. Most faculty, however, will be located in leased space at strategically located, distributed learning facilities throughout the state.

CONCLUSION

This proposal for a new, degree-granting collegiate unit requires an investment in the human resource infrastructure necessary for the efficient operation of a market-responsive unit. During the planning year SCPD will require a small staff, including the Dean, a marketing specialist, four program directors, a secretarial assistant, and partial support for off-campus sites.

Originally projected to require $3 million underwriting, including $2 million in the first year, the plan has been modified considerably in the face of revised state and University budget expectations. The revised plan calls for development of a less ambitious timetable initially, requiring investment of approximately $1.2 million during the planning year, and a total of $2.3 million over a three year period. This revised timetable will still provide for a timely launch of SCPD, including the development of degree programs, courses, and faculty. Over the six-year development plan, SCPD will develop client-friendly services in a cost-efficient manner, making extensive use of online/electronic capabilities available through the University's evolving telecommunications networks, NJEDge.Net, the University's partnership with eCollege and other vendors. The goal will be to create an efficient and responsive set of off-campus educational opportunities.

Costs of essential academic support personnel and resources, including library, computing, and the support of electronically mediated instruction, have been and will continue to be budgeted. Fiscal development, projected staffing requirements, cost of operations, and revenue are summarized in Appendices 9-12. The SCPD business plan is based on leveraging baseline resources, thereby generating

an equal number of matching (and self-sustaining) positions by 2004. Budget projections indicate that each dollar of baseline support will generate almost eight dollars of self-sustaining revenue, an excellent cost/benefit ratio. With the university's initial investment, SCPD will begin to generate resources in the third year for redistribution in support of other academic programs throughout the university.