

2018-2019 Annual Report

Access, Success and Equity...

TURNING RESEARCH INTO PRACTICE





Freshman Lawrance Stephenson, a Project IMPACT member, is joined by (standing from left) Men of Color Network mentors George Guy and James McBee and the College's teacher education recruiter, Dr. Nedd Johnson, at the Inaugural New Jersey Convening on Diversifying the Teacher Workforce.

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Cover: From left, Naheel Naber, Donn Matthew Garby, Xochil Ramirez, Melissa Minaya and Hatef Alavi carry the College's commitment to social justice into the Rowan community.

Message from the dean

In this edition of our annual report, we are proud to celebrate 95 years of excellence in educator preparation while highlighting the College of Education's accomplishments in social justice and equity.

Our outstanding faculty are having a positive impact locally, regionally, nationally and internationally.

Through her public scholarship, Dr. Jennifer Rich is sharing the importance of learning hard histories with audiences far beyond the Rowan community.

Embodying the College's commitment to transforming our global society, Dr. Beth Wassell traveled to Spain to study effective practices to help immigrant students, while Dr. Stephanie Abraham will return to Mexico this summer with a group of teachers who will examine language and literacy in a different culture. We continue to make our mark locally and regionally with the launch of the Learning Resource Center-South. This regional center connects teachers, students and families, providing high-quality services and programs that improve the lives of students with disabilities.

In the fall, we hosted the Inaugural New Jersey Convening on Diversifying the Teacher Workforce, which we co-sponsored with the New Jersey Department of Education. Joining with experts from a number of states, we discussed local and regional solutions to a persistent national problem.

At our urban center in Camden, we introduced our new M.A. in Urban Education and Community Studies program, an interdisciplinary effort that includes faculty from across the University.

Our students also continue to make a difference. Graduate coordinators in the Office of Social Justice, Inclusion and Conflict Resolution put into practice the knowledge they gain from their programs, which benefits the University and communities that we serve.

This year we welcomed 14 new faculty to the College of Education, our largest cohort in recent years. We are excited about what these faculty members will bring to the College of Education.

We are so proud of our history in preparing excellent educators. As we move forward, our goal is to create high-quality knowledge producers who will bridge the gap between research and practice.



Dr. Monika Williams Shealey
Dean



College of Education:

1923



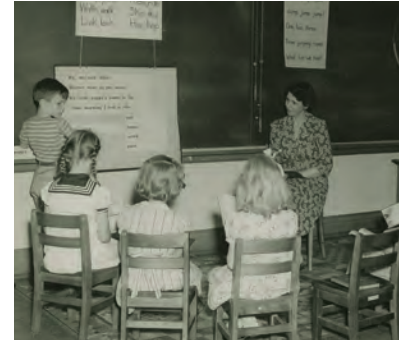
Glassboro Normal School welcomes its first class of students, 236 young women who arrived by train to attend classes in the building now known as Bunce Hall. This school for South Jersey teachers addresses a critical need for properly trained educators in the state.

1937



Glassboro Normal School is renamed New Jersey State Teachers College at Glassboro. At this time, its primary purpose was to train elementary school teachers, but the curriculum continues to expand.

1949



The New Jersey State Board of Education approves graduate courses to be held on the college campus.

Glassboro Normal School New Jersey State Teachers College Glass

1997



The University implements an aggressive plan addressing academic and student support initiatives as well as campus construction and renovation projects. The College of Education establishes its Ed.D. in Educational Leadership, the first doctoral program in education at a New Jersey institution and the first doctoral program at Rowan.

2006



Education Hall (now known as James Hall), a three-story, 135,000-foot facility, opens its doors to students. The academic building is designed to serve students from preschool through to the doctoral level.

2009



The Rowan Urban Teacher Academy is launched. The program introduces high school students to careers in education in urban areas through hands-on activities and other experiences.

95 Years of Excellence

1958



The New Jersey State Teachers College at Glassboro becomes Glassboro State College, reflecting its expanded curriculum. The move paves the way for the school to become a multi-purpose institution.

1991



The College of Education establishes its first Professional Development School partnership at Cooper's Poynt Family School in Camden. Additional schools are added shortly afterward.

1992



Glassboro State College receives a landmark \$100 million gift from Henry and Betty Rowan and the institution is named Rowan College of New Jersey. It achieves university status five years later.

boro State College Rowan College of New Jersey Rowan University

2015



The College creates the Center for Access, Success and Equity to support initiatives addressing local and regional issues of access, success and equity for students.

2016



The College establishes two new programs: a Ph.D. in Education program, offering a range of academic concentrations; and Project IMPACT (Increasing Male Practitioners and Classroom Teachers), which is designed to increase recruitment and retention of male teacher candidates from racially and ethnically diverse backgrounds.

2017



The College's Ed.D. program is accepted into the consortium for the Carnegie Project on the Education Doctorate. It joins 21 other new member institutions and 80 existing members in a collaborative effort to promote excellence for the educational doctorate.



Dr. Jennifer Rich engages in discussions about contemporary issues by writing thought-provoking op-eds and articles in national publications.

Engaging in critical national discussions

When Dr. Jennifer Rich, assistant professor, Interdisciplinary and Inclusive Education, and director of research and education of Rowan University's Center for Holocaust and Genocide Studies, wrote her first op-ed in 2018, she was driven to share an important story.

When some members of the public called for teachers to carry guns in response to the rising tide of school shootings, she felt compelled to respond. "As a former New York City school teacher, I had a second grader pull a gun on me when I was teaching in Brooklyn," she said. "I was so appalled by the idea that teachers could be armed. I felt like I had a perspective that wasn't being heard."

Her piece was published by the *Washington Post*. "I made the argument that my pre-service teachers are wonderful at many things — and there are many things they can and should be

responsible for — but handling a firearm in their classroom isn't one of them."

Since then, she has written numerous pieces for media outlets such as the *Philadelphia Inquirer*, the *Hechinger Report* and *Education Week*. She has discussed social justice and diversity with students, broaching politically charged issues and other topics.

Her articles also flow from her role in the Center for Holocaust and Genocide Studies, which is a collaboration between the College of Education and Rowan's College of Humanities & Social Sciences. "Everything I write about would fall under the umbrella of anti-bias education, equity, social justice. All of those are important to our mission and vision for the center," said Rich, whose grandparents are Holocaust survivors.

"I think it's important to help kids think about how to be participatory citizens, contribute to a democratic society, to be good humans," she said. "The work that I do, hopefully, gets to all of those things. It is exciting knowing I can reach a lot of people and at least start a conversation."

Discovering keys to advance learning

Immigrant children face unique challenges in the classroom, often working twice as hard as their peers as they learn a new language while absorbing subject matter. But a school in Burgos, Spain, may provide important lessons to teachers to help these students adapt to a new environment.

Fulbright winner Dr. Beth Wassell, chair, Department of Language, Literacy and Sociocultural Education, is spending four months this spring and summer performing research at Colegio Apóstol San Pablo in Burgos, a school that has embraced a significant population of immigrant students and families.

“The school where I’ll be doing field work has been lauded for being a culturally and linguistically inclusive school. It has been very welcoming to immigrant families,” said Wassell, who is the only Fulbright recipient traveling to Spain this spring and summer with an education project. Wassell will explore what makes the school inclusive and attractive to immigrant families, how it supports students and families, and methods that could be used in the United States, given its shifting demographics.

“It’s important for us to look at a variety of different contexts, whether it’s here in the United States or globally, to get a sense of what some of the effective practices are and to be able to disseminate that to schools, school leaders, teachers, educators and educational researchers to



Fulbright winner Dr. Beth Wassell headed to Spain to study how immigrant students are flourishing in the classroom.

expand the conversation,” she said.

Wassell and her colleagues will submit their findings to professional journals, but at Rowan she believes there may be potential opportunities for global collaboration and she will share critical knowledge with future teachers.

“It will provide me with more opportunities to teach students some of these core effective practices for supporting the needs of their bilingual students,” Wassell said.

Expanding perspectives

This summer, when 12 in-service and pre-service teachers return from a trip to Mexico, they will come back with more than a suitcase filled with souvenirs. They will bring home valuable understanding that may influence the way they teach.

This multi-faceted journey to Oaxaca, which is fully funded by the Fulbright Hayes Small Groups Abroad Program, immerses participants in the culture of the region. Led by Dr. Stephanie Abraham, assistant professor, Language, Literacy and Sociocultural Education, participants will study Spanish reading and writing, attend lectures at the local university and visit indigenous communities and work with children on literacy and art projects.

“Because of my background in language and literacy, I want them to rethink what language is and how it should be taught,



Teacher and Rowan graduate student Sara Weber (right) helped repaint and expand a community mural in an indigenous Zapotec pueblo, Santo Tomas Jalieza.

what literacy is and how it should be taught,” said Abraham, who also took a group to Oaxaca last summer through this program. “Hopefully it will bleed over into how they practice that in their own classrooms. I also want them to improve their Spanish-speaking ability so they will be able to reach out to Spanish-speaking families and not be hesitant in communicating with parents.”



Families enjoy many engaging learning activities at the Learning Resource Center-South.

Increasing resources for families of children with special needs

Navigating educational systems can be mystifying for parents of children with special needs. But help is close at hand since the Learning Resource Center-South (LRC-South) opened its doors in the fall, providing a wealth of resources for parents and educators working with these students.

“Advocacy is the linchpin,” said Dr. Lisa Vernon-Dotson, professor, Interdisciplinary and Inclusive Education, and principal investigator of the \$1.2 million per year three-year grant. It is funded by the Individuals with Disabilities Education Act (Part B) and administered by the New Jersey Department of Education. The LRC-South team helps parents obtain information and maneuver through bureaucratic systems, she explained.

“Parents will be able to come to the center and get information in more accessible language,” said Elan Drennon, director. “Oftentimes, the process of serving students with special needs is laden with a lot of clinical language.”

Located in the Center for Access, Success and Equity in James Hall, the

Taking action to transform the teacher workforce

For the College of Education — and for the region — it was a major milestone.

In October, the College hosted the Inaugural New Jersey Convening on Diversifying the Teacher Workforce, which it co-sponsored with the New Jersey Department of Education.

Across the nation, 82 percent of public school teachers are white, a statistic that contrasts starkly with the makeup of the student population.

“We want to make sure that all children have access to equitable opportunities, and this is one strategy to do that — diversifying the teacher workforce,” said Dr. Monika Williams Shealey, dean of the College of Education.

Drawing more than 150 educators from throughout the country, the event was a critical step toward this end.

“We are here to start a movement,” said Diana Pasculli, deputy assistant commissioner of the New Jersey Department of Education. “In New Jersey, we really want to put a stake in the ground. The percentage of students of color is growing exponentially faster than the number of teachers of color. We want to redefine the definition of what a high-quality workforce is.”

The event included a panel discussion and presentations addressing these challenges and potential solutions. Rowan

administrators and faculty also highlighted the College’s commitment to social justice and equity through the Center for Access, Success and Equity, Project IMPACT (Increasing Male Practitioners and Classroom Teachers) program and participation in the Holmes Network.

Participants formed action groups to discuss the next steps, and members of the Convening Committee will draft a report



Dr. Stacey Leftwich, executive director of the Office of Educator Support and Partnerships, talks with Erica Watson Brown, lecturer in the Department of Interdisciplinary and Inclusive Education, during the convening.

for the New Jersey Commissioner of Education including their recommendations for addressing teacher workforce diversity.

“Our university has been a light in the state in developing innovative pathways to encourage us to think differently about higher education,” Shealey said. “This event embodies that vision for the state that we have ... to be able to serve all children well.”

team also includes Dr. Shelley Zion, CASE executive director and co-principal investigator; Jenny Murphy, CASE program developer and grant manager; and others.

Parents and educators also can access a resource library with kits, games and manipulatives that support learning at home and school, as well as professional development materials. An expansive production area provides die-cut machines, poster printing, lamination and other tools, and the LRC-South also provides professional development, activities, workshops, technical assistance and more.

In addition, Rowan’s pre-service teachers tap into resources and training at the center, which will help effect change in schools.

Drennon is excited that the LRC-South will help bridge the gap between research and schools.

“I think the LRC-South can serve as an accelerator, to get seasoned teachers, pre-service teachers, paraeducators — all sorts of educational professionals — in front of the experts who can support them with the tools they need to serve kids in the best way possible,” she said.





Exploring complex issues in urban education

Last year, five-year special education teacher Jessica Neuman, M’20, pulled up stakes in Colorado and moved to Philadelphia to take part in a brand-new program offered by the College of Education: the M.A. in Urban Education and Community Studies.

Launched in the fall at Rowan’s Camden campus, the hybrid program was designed to attract a mix of students focusing on higher education, P-12 education and community-based education to help them understand contradictions of urban school systems and address educational and socioeconomic disparities. The program also includes a five-course certificate of graduate studies for those who would like to expand their knowledge in this area.

“Decoupling the idea that education is only located within K-12 schools brings a critical lens to thinking about issues of race, geography, gender, social class, reform and policies,” said Dr. Shelley Zion, executive director, Center for Access, Success and Equity.

Neuman was attracted to the program’s emphasis on social justice and critical consciousness. “It focuses on understanding problems and success in education based on the social, political and economic factors outside the education realm,” she said. The program’s format also appealed to her. “I did not want to do an online program,” she said. “The fact that this includes in-person instruction was a huge draw and impacts learning because I have learned a lot from my classmates.”

Teacher education programs should include courses focusing on urban education, Zion maintained.

“The Urban Education and Community Studies master’s program creates an opportunity for students to go deeper into the theory, history and philosophy that they likely may not have received in their teacher training programs.”

Clockwise from left, Rose Brown, Jessica Neuman, Ayanna Lyons, Sandra Perls, Hana Sabree and Dr. Kenzo Sung discuss issues impacting education in urban settings.

Expanding faculty to meet the needs of tomorrow's educators

In September, the College welcomed its largest group of new faculty in recent years. This diverse group brings a range of experience and expertise that will help them equip pre-service teachers to meet the needs of their students in a rapidly evolving world.

Language, Literacy & Sociocultural Education

Dr. Adam Alvarez, assistant professor

Ph.D. University of Pittsburgh
M.Ed. University of Texas at Austin
B.A. Huston-Tillotson University

Dr. Jeremy Glazer, assistant professor

Ph.D. Stanford University
M.S.Ed. University of Pennsylvania
B.A. Amherst College

Dr. Brooke Hoffman, lecturer

Ph.D., M.S.Ed. Temple University
B.S.Ed. Messiah College

Janet Iles, lecturer

M.A., B.S. Bob Jones University
M.Ed. Bloomsburg University

Dr. Kate Seltzer, assistant professor

Ph.D. The City University of New York
M.S. The City University of New York
B.A. George Washington University

Educational Services and Leadership

Dr. Huan-Tang Lu, assistant professor

Ph.D. Ohio University
M.S. State University of New York at Plattsburgh
B.S. National Taiwan University

Interdisciplinary and Inclusive Education

Dr. Alicia Drelick, lecturer

Ed.D. Drexel University
M.Ed. Cabrini University
B.S. University of Delaware

Dr. Justin Freedman, assistant professor

Ph.D. Syracuse University
M.Ed., B.A. The College of New Jersey

Dr. Nikki Rotas, assistant professor

Ph.D., M.A., H.B.A. University of Toronto
B.Ed. University of Ottawa

Johari Sykes-Ratliff, lecturer

M.A., B.A. Rowan University

Erica Watson Brown, lecturer

M.Ed. Concordia University
B.A. Cabrini University

Dr. Casey Woodfield, assistant professor

Ph.D., M.S. Syracuse University
B.A. Providence College

Science, Technology, Engineering, Arts and Math Education

Dr. Angela Beale-Tawfeeq, associate professor and department chair

Ph.D. The Florida State University
M.S., B.A. Howard University

Melissa Lieberman, lecturer

M.A. San Jose State University
B.S. Sonoma State University



New faculty and instructors with a unique range of skills joined the College this year. Back row, from left: Janet Iles, Erica Watson Brown, Johari Sykes-Ratliff, Dr. Justin Freedman, Dr. Adam Alvarez, Dr. Huan-Tang Lu and Dr. Jeremy Glazer. Front row, from left: Melissa Lieberman, Dr. Kate Seltzer, Dr. Brooke Hoffman, Dr. Nikki Rotas, Dean Monika Williams Shealey, Dr. Angela Beale-Tawfeeq, Dr. Alicia Drelick and Dr. Casey Woodfield.

Advancing social justice and equity

College of Education students live out their commitment to social justice and equity in many ways across the Rowan University campus.

The College of Education is extraordinarily well represented in Rowan's active Office of Social Justice, Inclusion and Conflict Resolution by doctoral and master's students who work as graduate coordinators.

They include:

Hatef Alavi, D'20, Ed.D. in Educational Leadership

Graduate Coordinator,
Cooperman Scholars
and Student
Mentoring Program
Hometown: Ocean
Township

"The best part of my job is working with our amazing and bright students, educating them on social justice issues and witnessing their growth from the beginning of their

college career until graduation. It's rewarding when I can share my own personal stories with my students to motivate them to break down barriers and understand that when they work hard, anything is possible."



Donn Matthew Garby, D'22, Ph.D. in Education — Higher Education

Graduate Coordinator,
Interfaith and Spiritual
Exploration Center
Hometown: Naples, Fla.

"The most fulfilling part of my work is the ability to see students discover a place where they can find themselves and express a part of themselves and their identity."



Melissa Minaya, M'20, M.A. in Higher Education — Administration/ Student Affairs

Graduate Coordinator,
Women's Center

Hometown: New York City

"Our office provides a space for people to be their authentic selves and get involved in dialogue about current issues on campus and worldwide.

Overall, we are advocates for our students. As a higher education administrator, this is what I want to represent."



Naheel Naber, M'19, M.A. in Counseling in Educational Settings

Graduate Coordinator, Dr.
Harley E. Flack Mentoring
Program

Hometown: Egg Harbor
Township

"When meeting with incoming freshmen who open up about their experiences and matching them with someone who I am confident will be a great mentor to them, I can truly believe that the first-year student is going to have a great experience at Rowan."



Xochil Ramirez, M'19, M.A. in Higher Education — Administration/ Student Affairs

Graduate Coordinator,
Dr. Harley E. Flack
Mentoring Program
Hometown: Vineland

"I am most proud of our students. Nothing makes me happier than when someone invites another student to become a mentee or mentor or a supporter of our events."



INVESTING IN OUR

future dreams

WHILE ACHIEVING YOUR



Support Rowan University College of Education students by making a planned gift today. The following gift vehicles are some ways you may be able to meet your personal financial goals and leave a legacy of learning for future generations of Rowan students:

GIFTS ANYONE CAN MAKE

- Cash
- Retirement plan assets
- Appreciated securities
- Will or living trust (bequest)
- Life insurance policies
- Real estate
- Tangible personal property

GIFTS THAT PAY INCOME

- Charitable gift annuity
- Charitable remainder unitrust/annuity trust

GIFTS TO PROTECT YOUR ASSETS

- Retained life estate
- Charitable lead trust

For more information or to request a brochure that outlines gift planning options, please contact:

Brittany Petrella
*Director of Major Gifts and
Planned Giving*
856-256-5419
petrella@rowan.edu

visit rowan.plannedgiving.org today

College of Education by the numbers:

- 1,647 undergraduate students
- 1,024 graduate students
- 2,536 clinical experience/practice placements for 1,483 students in 540 school sites within 240 school districts
- 9 active Professional Development Schools
- 583 educators certified in 2018
- \$2,512,434 awarded in grants in 2018
- 126 full-time and three-quarter faculty members, professional advisors, administrators and staff dedicated to the success of our students
- 39,259 graduates of College of Education undergraduate and graduate programs



COLLEGE OF EDUCATION

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