

RU Engaged
March 26, 2008
Comments/Feedback Collected at End of Conversation

General

- Large group sharing sessions should be instituted in which student input would be valuable.
- Ask each faculty/staff member who plans to attend to bring a student as well.
- Liked the setup of the first meeting better because it had more individual involvement.

Regarding Question #1: What does “Education of the Whole Person” mean?

Comments:

- Not only academics, but having kids involved in school, learning life lessons from other students, faculty will be more involved in student life.
- Immersion into a community, get much more than just the classroom experience, service learning, broaden education.
- Person that can leave school as a seamless transition looking at where they are and how well they adjust after graduation...translates skills from school to life.
- Learn social skills to help them become a well functioning adult.
- Build on self worth, self-confidence, and self-esteem.
- Kids that are not on campus, how are they engaged in campus activities/life? The commuter aspect.
- Seek out kids that need additional assistance.
- Faculty: beyond teaching, noticing students’ needs outside of academics. Stepping outside of role to assist students, grow intellectually, socially, and emotionally.
- Make sure they have formed a relationship with faculty.
- What qualities have we instilled within students to be an adult and function in society?
- Develop a sense of purpose.

Comments:

- In today’s world, having an exposure to other countries and cultures is a necessity. It widens horizons, educates in the truest sense of the word, and enables individuals to lead more interesting and creative lives.
- An emphasis on international education and on Study Abroad should be paramount in this personal and academic endeavor. The presence of an increased number of international students also allows Rowan students to interact with individuals with other perspectives and cultural backgrounds and helps to develop the “whole person”.

Comments:

- Our primary charge is students’ intellectual development. But, “education of the whole person” is the way education actually happens. We must create opportunities for whole personal development. Relationships with faculty and each other, fostering maturity.

Regarding Question #3: What role does the University play in influencing students' lifestyles?

- Balancing responsibilities, financial management, students were exposed early to a diverse population; college transition adjustment was assisted with personal contact with members of the Rowan community and Res Life staff.
Weekend activities: free programs on the weekend, significant work needs to be done to increase student participation. Convert the food court into a game room.

- How much influence do we have? How much influence should we have?
 - Faculty involvement to encourage engagement.
 - Find out what students want to get out of college.
 - Public service mandated by school. Can open social avenues that some students need to become more involved and engaged with university and peers.
 - Learning communities
 - Open Houses
 - Help university find a student that “fits” with Rowan mission.
 - Encourage faculty to become more engaged with students outside of academics; discuss aspects other than academics.
 - To enrich the students' experiences, disciplines should collaborate to encourage students to meet other students. Have class in different buildings.