

**RU Engaged**  
**March 26, 2008**

**Discussion Topics – Reporting Out Notes Shared during Session**

**Question: What does “Education of the Whole Person” mean?**

- I like the idea of learning-living communities with classroom facilities on-site. As a faculty member, I would enjoy teaching a class in a student’s arena.
  
- Education in addition to the classroom experience (i.e., through service learning, leadership, personal counseling, etc.) helps to develop the whole person. Educating the whole person includes the experiences of professionals. Social capital – getting to make people more human through developing a sense of community.  
There may be variations based on the developmental needs at different levels of education. Programs need to reflect this. Input of students is important. We need to have the input of the residential psychology experts in helping to shape the structure to address the various needs. Phenomenological geography is an example.
  
- Student health center teaching health issues. Lack of nontraditional student active participation. More than just four walls of a classroom. We learn multidimensionality networking; student workers; projects, all made the total experience, service learning. Now we are intentionally looking at learning of the whole self. Moral ethical behavior and being intentional, consciousness of how everything we encompass connects and makes the whole.
  
- Community involvement, leadership activities, clubs and organizations and a person presenting themselves in a professional manner.
  
- Critical thinking, global awareness, academic experiences, service learning. Emphasis on international/global view. Potential language requirement. Helping students sort out the 9 electives in Gen. Ed.
  
- Emotional, spiritual, physical, intellectual, inside and outside of class, personal development. Student affairs engagement, athletics, Campus Players
  
- Every freshman should go through a PCI experience.

**Question: What are your thoughts about the type of campus housing you would like to see in the future? In the conversation please consider the opportunities provided by both the Rowan Boulevard and West Campus projects.**

- Ideal Residence Hall
  - Study rooms on each floor.
  - Lounges on each floor equipped with TVs.
  - Well-maintained kitchens to promote community building.

- Halls that encourage learning communities.
  - Elevators
  - Halls that promote learning about other cultures.
- Barriers: choosing roommates, laundry facilities available.
- Not enough housing on campus currently. Need more laundry facilities, single and double room capabilities, more suites to encourage community among freshmen and sophomores
- Positive student responses about townhouses. You have your own space, independence, they're new, and you get to move away from dorm style. Student suggestions: learning/living community on west campus and main campus. Classrooms in living, cohort. PARKING! Transportation, safety, lighting, location, concern about "green".

**Question: What role does the university play in influencing students' lifestyles?**

- Responsibilities to get students to think about choices they make throughout their time at Rowan. Need to find better ways to have student inputs into decisions that affect them, making them feel valued. Exposure to ideas and activities that challenge their comfort zone. Need to address diversity in a way that encourages cross-fertilization.
- Is drinking "accepted norm"? What's available in town? Nothing. Thursday Night programming, Rowan Boulevard, CAP center, giving people a skill set.
- University plays a major role by providing sports, clubs, and gathering areas of various sizes.
- Awareness to continual professional post-graduate options
- Helping students avoid poor decisions such as alcohol abuse, drug use, etc. Make students aware of EOF/MAP and CAP centers...great counseling support more for freshmen.  
It's good for Rowan to provide safety and to intervene in cases where clear evidence exists of a problem but should not invade privacy to do so (such as random room checks).  
Rowan does have students who abuse alcohol and drugs, usually off campus but sometimes smuggled into the room. Rowan is better at policing students than other campuses.  
Some people think the university is not supportive of students with strong religious beliefs. There is some support through young Christians though.

**Question: How do we enhance the Rowan Experience for our Camden students?**

- Students are not aware of Camden campus;  
Building signs are not available for building identification.

- 500 students? Facilities and attractive facilities
- Students don't take classes there because the campus is unattractive and there are much fewer services than on the Glassboro campus. Light rail line? Camden classes are more intimate. Create awareness that classes in Camden are available during registration for students on the main campus.
- Improve technology—provide more opportunities for them to get comfortable coming to Glassboro. Have more activities facilities in Camden.

**Question: To what extent does Rowan challenge and support students and foster their development? How do you know?**

- We don't know; we assume we are doing it. When advised, students should be encouraged to plan time to be on campus. It will help commuter students engage.
- Rowan challenges its students through faculty and staff but doesn't initially tell you what it takes to be successful (study techniques)

Rowan Engaged Notes  
(Recording during Conversation)

Tom Gallia made a brief introduction followed by a context “catch up” by Dr. Farish for those who have not been able to attend all meetings. Salient points:

“Where do we want to go as a campus?”

“work around a table”

“Allowing people to have input”

“put fingerprint on university”

Exercise that was for this session was based on input from last two sessions; it is *Educating the Whole Student*.

Discussion 5:15-5:45

Report: 5:45-6:30

Table tackled several questions as follows:

Q: *Whole person?*

A: Body , Mind, and Spirit/Intellectual and Emotional/ inside classroom(academic) and outside classroom (st. affairs programming such as leadership devel, service learning, and support services

Some issues that came up is how do we informally engage/formally engage students outside of the classroom. How can we discover what will draw students to an event. There is so much available on campus sports, theatre, music, etc. But participation isn't great.

During the reporting, little else was added to the list/issues we all ready had.

*Q: Student Housing*

A: love the townhouses—many students don't like food and can cook their own. Our group thought that we should move away from dormitory style housing unless there was a creation of a living learning community established as there are in several situations currently. Also consider some classroom space in Dorms.

The Rowan BLVD housing shouldn't be for freshman—the Landmark across the street may be intimidating for parents when they see such a prominent sign for a place to get alcohol.

West Campus should be for upper classman and grad students so that the underclassmen can be on the main campus and get to know its services. Also a concern for the “greenness” of the shuttle system was discussed. Hopeful for a consideration of a hybrid/electric shuttle service.

Need for Parking and Security !!!!!

Also important is how the building is built and what it looks like

From other groups at report:

Can't pick your roommate

Housing prices-don't find out about husing until end of May

Need to encourage living on campus

*Q: How do we enhance the Row. Exp for our Camden Students?*

A: Our group really felt we didn't have enough detail to discuss efficiently. What was known is that we need to enhance technology services for these students. Also that students like Rowan Faculty from Main Campus, but faculty are hesitant to consider this because of poor perception rather than actual knowledge.

Reporting from other groups:

Difficult to get Camden students to come to Main because they feel it is “chilly” for people of color based on the recent murder. (and that no perp has been identified)

*Q: Lifestyle, what role does the U play?*

A: recognition that many come with bad habits all ready, therefore we must have counseling support services and other programming to help change them . We were struggling with the notion that should we really be providing more based on so much variety in “remediation of bad habits” or should we address the blank slate? It seems that busy students tend not to be making as many bad decisions (so lets work them harder!!!)

Note was made that there is a difference in what parents and students want from the U.

Important for relationships between teacher/student implying that classes stay small and opportunities for joint research, etc be available.

Also need to address the diversity and include students in major decision making.