

RUTGERS

Edward J. Bloustein School
of Planning and Public Policy

THE STATE UNIVERSITY OF NEW JERSEY

Faculty and PTL Handbook

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Mission Statement of the Edward J. Bloustein School of Planning and Public Policy

The Bloustein School is committed to a rebirth of the public-service ethic in the United States. The ethic focuses on good civic design in its broadest sense—encompassing such endeavors as housing, transportation, workforce development, public health, economic development, ecological balance, and social justice for the disadvantaged. The ethic strives for a scholarly atmosphere that is inspirational, creative, productive, and personally fulfilling. The ethic reaches to the larger world beyond academia—that is, to community, state, national, and international clienteles.

Edward J. Bloustein—Rutgers president, constitutional scholar, active citizen, philosopher, and teacher—lived a life of civic engagement that the school’s ethic seeks to perpetuate. Research, teaching, and outreach at the Bloustein School aim for intellectual originality and practical rigor in an atmosphere of spirited and open debate. Bloustein activities are rooted in diversity of experience and thought. They create settings where individuals and communities can flourish.

The Bloustein ethic strives to improve the quality of public discourse by producing ideas and measures that have impact. The Bloustein ethic engages those who do their jobs not just honorably, but with a passion for their work that alters their surroundings. The Bloustein School seeks to foster new research and thinking that achieve both scholarly recognition and public acceptance.

Education

The School supports a wide variety of educational activities, from undergraduate and master’s and doctoral degree programs to continuing education courses and conferences for professionals and alumni. The School also hosts international fellows programs, which provide education and professional development opportunities for individuals from nations around the world.

The core purpose of all our educational programs is to enhance students’ understanding of the theories, methods, and practice of planning and public policy. The School’s educational programs encourage open discussion of all viewpoints, the application of quantitative methods for analysis, the careful study of history, and a thorough consideration of economic and demographic trends and political institutions and processes.

Full- and part-time students examine theories and methods in a wide variety of concentrations, including community and economic development, public health, workforce development, land use, housing, transportation, urban design, education, social policy, science and technology policy, and environmental policy.

Research

The School serves as an intellectual focal point at Rutgers University for the examination of societal problems and solutions. Research undertakings are governed by a strong commitment to quality through the use of sound social science theory and methods and to full dissemination of results and peer review of findings. Research is carried out on a wide variety of challenging topics. Specialized centers, established by the University’s Board of Governors, carry out large-scale projects and are supported by external funding. The centers support the educational and public-service mission by focusing research in the substantive areas of the School’s strength and by supporting students, faculty, and staff in those areas.

Service

The School is committed to addressing community, regional, state, national, and international needs. Faculty, staff, and students fulfill this commitment in a variety of ways, by preparing students for careers in public service; through continuing education courses and seminars; by serving as advisors to public officials and community organizations; by working to strengthen the capacity of governmental and nonprofit organizations through education and training; and by undertaking research projects that address the pressing needs and concerns of our society.

GENERAL INFORMATION

Welcome to the Edward J. Bloustein School of Planning and Public Policy. This handbook is designed to provide you with some general information about the school and the university.

Rutgers Web Site / Bloustein School Web Site

The Rutgers web site, <http://www.rutgers.edu>, offers information that faculty and PTLs will find helpful under **Faculty and Staff** and **Current Students**. Maps of all campuses are also available from the **Places** link on the main page. Several subject areas in this handbook will refer you to the Rutgers web site for information, rather than reproducing such items here.

The Bloustein School web site, <http://www.policy.rutgers.edu>, provides information about the Bloustein School's undergraduate and graduate programs, faculty, and course syllabi.

Administration/Contact People

Following is a list of key administrative staff:

Dorothea Berkhout, Assoc. Dean	Room 383	berkhout@rci.rutgers.edu
Michael Greenberg, Assoc. Dean of the Faculty	Room 183	mrg@rci.rutgers.edu
Dona Schneider, Assoc. Dean of Academic Programs	Room 554	dona@rci.rutgers.edu
Steve Weston, Asst. Dean for Student & Academic Services	Room 186	sdweston@rci.rutgers.edu
David Listokin, Director, Ph.D. Program	Room 487	listokin@rci.rutgers.edu
Cliff Zukin, Director, Public Policy Program	Room 538	zukin@rci.rutgers.edu
Clinton Andrews, Director, Urban Planning Program	Room 368	cjal@rci.rutgers.edu
William Rodgers, Director, Undergraduate Programs	Room 547	wrodgers@rci.rutgers.edu
Linda Guardabascio, Director of Business Services	Room 190	guardabascio@aesop.rutgers.edu
Barbara Dellarosa, Administrator, Academic Programs	Room 367	dellaros@rci.rutgers.edu
Marcia Hannigan, Administrative Asst. to the Dean	Room 391	mhanniga@rci.rutgers.edu
Tamara Swedberg, Instructional Technology Specialist	Room 539	tamara.swedberg@rutgers.edu

A copy of the complete school directory is available on the school Sakai site, <https://sakai.rutgers.edu/portal>, Bloustein School tab, and click on Resources.

Building/Office Hours

The doors of the Bloustein School, 33 Livingston Avenue, Civic Square, are generally open from 7:30 a.m. to 8:30 p.m. Monday – Friday. Once you have obtained a Rutgers University ID card and have it activated by the Business Office, you will be able to enter the building after hours.

Emergencies

For accident, medical, fire or police emergency, call 732-932-7211

E-Mail Accounts

All Rutgers employees are **required** to have a Net ID, also known as an RCI account. You will need this Rutgers computer account (RCI account) in order to login to the RUCS UNIX systems, to use remote services based on those systems (e.g. reading e-mail and news), to use the general Rutgers dialup lines, and to use the administrative web applications (viewing rosters, entering grades, etc.). Information on setting up an account can be found at <http://www.nbcs.rutgers.edu/newdocs/for00203/for00203.php3>. RCI accounts are reserved for faculty and staff who are employed by the University. PTLs should complete their portion of the form and return via fax to Barbara Dellarosa, 732-932-2253. You will be notified by New Brunswick Computing Services (NBBCS) when you can set up your account.

Bloustein Computer Accounts

To access the computer in PTL offices, please use: ptl as the username and ABC123! (all caps) as the password. PTLs have the ability to post materials on the school common S drive. Any questions, including printing rights, should be directed to Nicole DelBuono, neldbuono@policy.rutgers.edu or ext. 780 for further assistance.

University ID

Photo ID serves as the primary form of identity verification throughout the university. All faculty and PTLs must obtain a photo ID. You must bring a completed and signed application, photo id, and your appointment letter to Human Resources, ASB II, Cook Campus. Please check the Rutgers web site, <http://ruconnection.rutgers.edu/> for further information. Card activation is necessary to gain entrance to CSB parking/building/office. Please contact Fran Loeser, Business Specialist, in room 191.

Parking

PTLs may park in the Civic Square Building parking garage during the semester they are teaching. Temporary parking permits for the fall and spring semesters are available from Keri Alvia, Business Assistant, in room 192. Summer permits are available from Barbara Dellarosa, room 367. The temporary permit is valid for 30 days after the employment start date. Once PTLs receive their first paycheck, they can apply for a parking permit online at <http://rudots.rutgers.edu>. This permit also allows PTLs to park in general faculty/staff lots on campus.

Personnel Paperwork/Paychecks/Direct Deposit

A packet containing your appointment letter and any paperwork required to put you on payroll will be provided to you each semester. If this is the first semester that you are teaching, the packet will include a request for proof of identity. In particular, please note that under federal law the university requires proof of citizenship and a copy of a social security card (if you do not have your social security card, the university will process your paperwork only if you can supply a letter from the social security office indicating that you have made an in-person application for a replacement card). ***There are no exceptions to this rule.***

Please be sure to complete the forms and return them to the business office promptly. Delays in returning forms will result in delays in your receiving payment.

Payroll for academic year part-time faculty runs (a) September 1 through January 31 (fall semester) or (b) February 1 through June 30 (spring semester). Direct deposit of paychecks is available to PTLs. Please contact Keri Alvia in the Business Office, room 192, kalvia@rci.rutgers.edu, to complete the necessary form authorizing direct deposit of **your paychecks if you did not complete it with your original packet of paperwork.**

Checks (or the paycheck stub if you opt for direct deposit) are issued every two weeks on Friday, are delivered to PTL mailboxes in room 369A. If you wish us to mail your check to another address, please provide Claire Padovano, room 540, with 8 self-addressed envelopes.

PTL Union/Eligibility/Dues

Please check the Rutgers web site for the most recent PTL contract. The negotiated agreement is available on the web site of the Office of Labor Relations (<http://olr.rutgers.edu>). There are various provisions governing reappointments and salary increments of which you should be aware.

Public Employees Retirement System (PERS)

After teaching two consecutive semesters in an academic year, and then teaching a subsequent fall semester, you will be eligible for membership in PERS. Payroll contributions will be automatically deducted from your paycheck – the current rate of contribution is 3% of base salary. Summer session teaching does not count toward eligibility for PERS.

Additional information about PERS can be found on the University Human Resources web page: <http://uhr.rutgers.edu/retirement.html>.

Weather Closings

In the event of a weather emergency, a “University Operating Status” page will be posted as a link from the main Rutgers web page, <http://www.rutgers.edu>. Please refer to this page for updated information on closings, class cancellations, delayed openings and other pertinent information. The link will also be posted from the Rutgers Daily News web page, <http://ur.rutgers.edu/news>. **Please do not call the Rutgers Police for closing or cancellation information.** Class cancellation and office closing information is also available through the following media sources:

WKXW 101.5 FM
WRNJ 1510 AM

WCTC 1450 AM
News 12 Cable TV

WCBS 880 AM
KYW 1060 AM

WINS 1010 AM

ACADEMIC POLICIES

Academic Calendar

The Rutgers Academic Calendar for the current academic year can be found at:

<http://scheduling.rutgers.edu/academic.htm>.

School Calendar

A school calendar of school-wide activities is available on the school's web site at:

<http://www.policy.rutgers.edu/faculty/resources.html>

Religious Observance

It is the policy of the university to excuse without penalty students who are absent because of religious observances, and to allow the make-up of work missed because of such absences. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities.

As the university has grown in its diversity, a list of officially recognized holidays is no longer published. Please ask students to submit, in writing, their intention to be absent from class due to religious observance.

Academic Integrity Policy

The University's Academic Integrity Policy can be found at: <http://teachx.rutgers.edu/integrity/policy.html>. If you have any problems with dishonesty, ethical violations, or harassment (whether involving you or involving others) please contact your program director. The program needs to know about each case. You should not try to resolve any such issues yourself. The university's policy discusses violations of academic integrity such as cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. It defines four levels of offenses, with attendant sanctions and grievance hearings.

Your course syllabus should contain the school statement on Academic Integrity. (see Appendices)

Accommodations for Students with Disabilities

Under Federal Law, the university is required to provide reasonable academic accommodations to students with documented disabilities, in legally defined categories. Rutgers has a very specific process that students must follow in order to obtain accommodations. All students must present proof of their disability to their respective undergraduate college or graduate unit for review by the college coordinator. If a student approaches you directly to ask for accommodations, please inform the student that **all** requests for accommodations must go through the coordinator at his/her undergraduate college or graduate unit. Undergraduate students may contact the Dean of Students Office at their colleges for the name of their disabilities coordinator. Graduate students should contact Steve Weston, Assistant Dean, room 186, ext. 753, for assistance. The coordinator will work out an individualized plan of accommodations for the student, and **will send a letter to each instructor who is teaching a course for which the student is registered**. That letter will specify the particular accommodations to which a student is entitled in that course. Typical accommodations may include extended time on exams, offering exams in a distraction-free environment, note-takers, and perhaps even alternate forms of exams (essay vs. multiple choice).

Harassment Policy

The university's policy on verbal assault, defamation and harassment may be found on the Rutgers web site at <http://ruweb.rutgers.edu/regulations/book6/6414.pdf>. If a student in your class complains to you about an incident that falls under scope to this policy, please contact Steve Weston, Assistant Dean, room 186, ext. 753, sdweston@rci.rutgers.edu, to discuss the procedure for handling such complaints.

Student Services

The Office of Student Services, under the direction of Steve Weston, Assistant Dean, is available to answer all student-related questions from both full- and part-time students. Please direct graduate students to Lynn Astorga, room 184, and undergraduate students to Christina Miller, room 183.

PROGRAM ADMINISTRATION

Program Directors

Undergraduate Programs	William Rodgers 732/932-4100, ext. 6203 Room 547 wrogers@rci.rutgers.edu
Public Policy Program	Cliff Zukin 732/932-5475, ext. 880 Room 538 zudin@rci.rutgers.edu
Urban Planning and Policy Development	Clinton Andrews 732/932-3822, ext. 721, Room 368 cja1@rci.rutgers.edu
Doctoral Program	David Listokin 732/932-3822, ext. 550 Room 487 listokin@rci.rutgers.edu
Administrator Academic Programs	Barbara Dellarosa 732/932-3822, ext. 741 Room 367 dellaros@rci.rutgers.edu
Principal Secretary Academic Programs	Claire Padovano 732/932-5474, ext. 614 Room 540 cpadovan@rci.rutgers.edu

Faculty Absence

If you must miss a class due to illness or other reasons, please contact your program director as soon as possible.

Equipment/Media Services

For courses in the Bloustein School, please fill out the Equipment Request form found on the faculty page: <http://www.policy.rutgers.edu/faculty/resources.html>. Equipment may be picked up from the office of Tamara Swedberg, room 539. For classes outside the Bloustein School, please go to: <http://ruconnection.rutgers.edu>

PTL Office Space /Copy Accounts/Mail

Faculty office space is assigned by the dean's office. PTLs will be provided shared office space in room 551 and access to a copier located in room 564. You are allowed a maximum of 1,500 copies per semester. Please contact Claire Padovano, cpadovan@rci.rutgers.edu, to set up an account. Faculty and PTL mailboxes are located in room 369A.

Advising Hours

Faculty and PTLs will hold two hours of advising hours per course per week at a designated location on campus. Please provide your advising hours to Claire Padovano, cpadovan@rci.rutgers.edu, by the end of the first week of classes. This information will be made available to students and staff. It is the faculty member's responsibility to inform staff of any change in those hours. The Associate Dean of the Faculty will monitor and remedy this policy.

Computer Support

Computer questions (including setting up a school account) and technical support are provided by:

Martin O'Reilly, Assoc. Director of IT, room 362, ext. 743, moreilly@rci.rutgers.edu

Nicole Del Buono, Computer Analyst, room 357, ext. 780, ndelbuono@policy.rutgers.edu

Classroom Set-up

If you have a problem regarding Bloustein School (CSB-Civic Square Building) room set-ups, please contact Renee Douge, ext. 638. Please note the standard configuration for CSB classrooms is tables and chairs facing the whiteboard. If you change the configuration for your class, please return it to the standard set-up. If there are any problems with heating/air conditioning/electrical, please contact the Facilities office at 732/932-4150. If you have a problem with a classroom outside of CSB, please contact Enhanced Classroom Support at 732.445.3612.

Book Orders

Book orders should be placed online at <http://rutgers.bncollege.com>. Please contact Claire Padovano, at cpadovan@rci.rutgers.edu if you encounter any problems.

CV/Resume

Payroll Services requires a copy of your curriculum vitae or resume. Please submit a copy to Claire Padovano, at cpadovan@rci.rutgers.edu.

Syllabus/Course Packets

Information on the creation of a syllabus can be found at: <http://www.policy.rutgers.edu/faculty/resources.html>

Please submit an electronic copy of your course syllabus prior to the start of the semester to Claire Padovano, at cpadovan@rci.rutgers.edu.

At a minimum the syllabus should contain:

- Course number and title
- Instructor's name, office hours, office phone number, and email address
- Course description and objectives
- Required texts and assigned readings
- Grading and attendance policies
- Schedule of topics
- Academic Integrity Statement – see Appendices
- Learning Goals

To assist you in designing your course, the program has past syllabi, exams, etc., available and can provide you with copies of them. You are also encouraged to talk to members of our faculty who have previously taught the course. While you have the same freedom of action of any faculty member in determining the content and evaluation strategy for the course, in the interest of maintaining some coherence in school curriculums, you are urged to consult past course materials and permanent Bloustein School faculty regarding the basic parameters of the course. Course content should match the course title and official catalogue description. Most courses have a final examination and some combination of hourly exams and papers. Graduate final exams or presentations can be held during the last scheduled class or by arrangement. The schedule for undergraduate exams, including date and location, is determined by the University Scheduling office.

Reading assignments obviously vary widely, but 2 – 4 hours a week is an approximate average load. Many of our students find it financially necessary to be employed during the school year. While this certainly does not mean that we should require less from them than the full education for which they are paying, it is useful to have some notion of the realities of their lives. However you decide to structure the course, it is crucial that you communicate the requirements, learning objectives and outcomes, and evaluation strategy of the course clearly to your students in your course syllabus.

Course packets are **not** prepared in the school. There are several alternatives available to you. Please contact Claire Padovano, cpadovan@rci.rutgers.edu, ext. 614 at least 3 weeks prior to the start of class for further information.

Teaching Resources

The university has several resources that can be of use to faculty and PTLs, such as The Learning Resource Center, Center for the Advancement of Teaching, and the Rutgers University Libraries.

The Learning Resource Center (<http://lrc.rutgers.edu>), on each campus, provides academic support to students through tutoring, writing assistance and course support. You may place materials, such as sample exams, study guides, and class notes in the LRC to assist students. The LRC can provide a place for disabled students who require a specialized environment to take exams.

Center for the Advancement of Teaching - formerly The Teaching Excellence Center (<http://cat.rutgers.edu/>) offers a variety of materials and workshops to assist faculty. A list of scheduled workshops is available on its web site. The Rutgers University Libraries (<http://www.libraries.rutgers.edu>) comprise one of the nation's leading academic library systems. In addition to its large collections in a variety of different areas, it offers a variety of services including classroom instructions, research assistance, and consultations to assist faculty and their students.

Rutgers also provides a Professional Activities Fund in the amount of \$5000 for Academic Year 05-06 and \$5000 for Academic Year 06-07. The Fund is for use by PTLs in connection with and related to their professional activities at Rutgers. The University's Research Council will administer the fund.

Course Management Systems

Sakai

Sakai is Rutgers University's preferred course management system or "class website" tool. Individual instruction is provided by Tamara Swedberg, tamara.swedberg@rutgers.edu. The Sakai site is located at: <https://sakai.rutgers.edu/portal>

Class Rosters

Online Rosters

Class rosters are now available online. Rosters contain sensitive information and access to them must be restricted. In order to verify that rosters are only accessible by those authorized, permission is granted by Barbara Dellarosa. Faculty and PTLs must access them by use of their NetID and password. Online rosters give you the ability to view and print rosters, obtain email addresses of students, pull up photos of students, and submit warnings and grades online. You can access your roster at: <http://www.acs.rutgers.edu/rosters>. Please contact Barbara Dellarosa, room 367, dellaros@rci.rutgers.edu, with any questions or problems.

Warning Roster (Undergraduate Programs only)

Warning rosters are issued a few weeks into the semester for **undergraduate students only** and allow faculty and instructors to formally warn students that they are doing poorly at this point in the semester due to poor performance or poor attendance or both. Warnings can be entered online with a warning of W1: poor performance, W2: poor attendance or W3: both. This warning does not go on a student's permanent record. Again, verify that the roster accurately reflects the students in the course, so that they receive their grades correctly.

Final Grade Rosters

Final grades are due in the office of the Registrar within 48 hours of the scheduled date of your final exam. Grades are submitted online at: <http://www.acs.rutgers.edu/rosters>. If you cannot submit your final grades by the university due date, please contact Barbara Dellarosa, 732/932-3822, ext. 741, to make other arrangements.

Drop/Add/Special Permissions

Students may add courses and drop courses without a "W" (withdraw) being noted on their records at the beginning of each semester. Students are advised to check with the Registrar's office for the appropriate time lines. If the initial meeting of a class does not occur until after the drop period, the "W" shall be waived provided that the student drops the class with the permission of the dean within one business day after the first meeting of the course.

Students use the Rutgers telephone registration system or the web-based online registration system to drop and add courses, adding courses primarily through the use of special permission numbers unique to each course and available only through the program. New Ph.D. students must register in person.

All non-matriculated students and select courses in the programs require special permission numbers. Students may contact you prior to the start of class for permission to take your course. Please confirm your approval to Christina Miller, miller@rci.rutgers.edu for undergraduate courses, and Lynn Astorga, lastorga@rci.rutgers.edu for graduate courses. Special permission numbers are not used to waive prerequisites to a course.

Final Exams

If you give a final exam in your course, please be sure the arrangements are listed in your course syllabus. You can administer make-up examinations when a student is able to satisfy the faculty member that the exam was missed through no fault of the student. A note from a doctor, the student health service, or the college dean's office is sufficient to document medical absences or schedule conflicts. Other excuses are accepted at the discretion of the instructor.

The make-up exam should be administered by a faculty member or a graduate student in a suitable space, without distractions or the opportunity for academic dishonesty.

Inappropriate make-up exam situations include:

- Asking a staff member to arrange the exam space and to “proctor” the exam
- Putting the student alone in a public space, such as the student lounge, a conference room, or a storage room
- Using another faculty member’s office
- Having an undergraduate assistant supervise the exam in the faculty member’s office, with the faculty member absent.

Appropriate make-up exam situations include:

- Holding the exam in the faculty member’s office or another space supervised by the faculty member
- Finding space for a graduate student TA to conduct the proctoring
- Arranging a standard make-up time and place for the course
- Placing the student in a classroom where a full-hour proctored exam is in progress for another course, with a faculty colleague administering the exam.

Class Times

The class periods are standard 80-minute periods. The university now operates on a staggered class schedule based on the campus location of the class. Further information can be found at: <http://scheduling.rutgers.edu> In the graduate programs of the school, double-period classes end twenty minutes earlier in lieu of a break between periods. Please note that if you wish to make any change in your class time and location, you must contact your program director.

Grades

The appropriate grades for your course are listed online on your roster. If you have specific questions regarding a grade for a student, please consult the program director in your area. Further information can be found at: <http://registrar.rutgers.edu>

Incomplete Grades

Incomplete grades are given to students who complete an Incomplete Agreement form, which is available in the Student Services office, room 183/184. Incomplete grades are given at the discretion of the instructor when the student has not properly completed the course work requirements (i.e., major assignment or examinations). An incomplete grade becomes a PIN (permanent incomplete) after one year. Temporary grades (“T/” grades) may be given in undergraduate courses. Please refer to the undergraduate catalog, page 543, for additional information regarding temporary grades. No “T/” grades are acceptable for any graduate courses.

Posting Grades

Please note that it is a violation of federal law and university regulations to post any student grades by name or social security number, either physically in a university building, on the Internet, or in any other manner. The Bloustein School no longer posts grades in the building. After the end of the semester, students are able to phone the registrar for term grades and, if you wish for students to be able to reclaim final exams, you may leave them, in alphabetical order, with Claire Padovano, room 540, and students can pick them up beginning in January or after graduation in May.

Grade Changes

Grade changes can occur in two instances:

1. If a student is given an incomplete grade
2. If there has been a mistake in the final grade submitted for a student

If you need to change a grade for either of these reasons, you must visit the Student Services office, room 371 and complete and sign a change of grade form. If you are unable to come in, such as after the semester is over, your program director can complete and sign a form for you, as long as you provide sufficient documentation.

Disagreement about Grades and Grade Grievances

From time to time, you will encounter students who are unhappy about a particular grade in a course. Students are required to discuss the grade with you first. Please try to provide students with a way to contact you, by phone or e-mail, after the semester is over so that they can discuss any grade issues with you. Under the Family Educational Rights and Privacy Act (FERPA), be aware that you cannot discuss a student’s grades with his/her parents or others, unless the student has given you written permission to do so.

If you cannot reach a resolution with the student, you should refer the student to the appropriate program director, and provide the program director with any relevant material. If the program director cannot resolve the disagreement, the student then has the right to see the Assistant Dean for adjudication. The program director or the Dean’s office will rarely overturn a faculty member’s decision on a grade, and will do so only in the most unusual or compelling circumstances. You should retain all course papers and exams for a period of one year.

Teacher Evaluations

Rutgers University policy requires that each course and each instructor should be evaluated each semester, to help assess strengths and weakness, to show progress, and to determine whether/what changes would be useful. The school insists on effective teaching and will make decisions based on that criterion.

Sometime after the middle of the semester, you will receive a packet of **Student Instructional Rating Forms** that must be administered to your class; this packet will include specific directions. You should plan on devoting about a half-hour to the evaluation process, during which time you will turn the class over to a responsible student you have designated to distribute, collect, and submit the evaluation forms in order to insure the integrity of the student evaluation process. You should leave the classroom during this process. After the semester has ended, a report of the statistical results is available online at: <http://sirs.rutgers.edu/stats/> and the forms themselves with qualitative comments will be sent to you from the program director. Instructors are encouraged to look over student comments and to discuss the results with the program director if they wish.

Among the rules applying to the required standardized survey instrument, the instructor must:

- a. Complete the coversheet (course number, name of faculty member, etc.) and return it to the manila envelope before distributing the blank response forms.
- b. Remind students what the course number and section number are so that they may mark it on their forms.
- c. Identify a student who will collect the forms, seal the envelope, sign the flap, and return the packet to the appropriate staff member.
- d. Do not remain in the room while students are completing the forms, or handle the forms once they have been distributed.

We hope you enjoy your teaching experience here at the Bloustein School. If we can be of further assistance, please contact the appropriate faculty/staff member.

No promise of any kind is made by the university by virtue of any statement in this handbook. Faculty and PTLs are referred to the university regulations, labor contract, policy memoranda, and any other relevant source documents for the current and definitive status of the matters covered in this handbook.

Drafted 9/04
Updated 8/08
Updated 12/08

APPENDICES

Academic Misconduct: A Bloustein School Perspective

Academic misconduct includes cheating, plagiarism, failure to cite sources, fabrication and falsification, stealing ideas, and deliberate slanting of research designs to achieve a pre-conceived result. We talk about misconduct and ethical behavior in classes and expectations are set forth in student handbooks and catalogues. For example, it is presented on pages 545-547 in the New Brunswick Undergraduate Catalogue for the years 2003 through 2005 and on pages 16-18 of the Edward J. Bloustein catalogue for the years 2003 through 2005. We are not repeating that material here. Note, however, that penalties for misconduct can range from failing an assignment/exam or dismissal from the university.

The Bloustein School is appending this memorandum to your course syllabus because we recently have detected obvious cases of plagiarism. We have found far fewer cases of other forms of academic misconduct, but we find several every year. It is imperative that you understand that unethical academic conduct is intolerable, and it is completely preventable.

Academic misconduct almost always happens for two reasons. One is ignorance of academic rules and practices. For example, in virtually every recent plagiarism case in the School, material has been taken from an Internet site and placed in text without appropriate note or attribution. You must learn the proper rules for attribution. If you are not sure, ask your instructor! If you do not know the rules that govern the use of data sets, attribution, analysis and reporting of these sets, the faculty will help you. There is no such thing as a stupid question regarding this subject.

Pressure is the second common reason for academic misconduct. Students, faculty, every one of us are subject to deadline, financial, self-worth, peer, and other pressures. If you are potentially allowing pressure to drive you to misconduct, please step back and resist that urge. You can cope with pressure in a positive way by reaching out to friends, counselors, and faculty members. Within the Bloustein School community, you will find understanding people and positive direction.

The Bloustein School plays an important role in the planning and public policy agenda. Our work and our students must be above reproach.

Sample Student Evaluations Directions and Forms

Instructions for conducting the evaluation of your course using the Student Instructional Rating Form

For the Instructor:

The evaluation packet you have received contains one [header sheet](#) and enough [Student Instructional Rating Forms](#) for the total enrollment of your in each section of the course you are teaching, as of the second week of the term. Please be aware of the [deadlines](#) for the receipt of completed packets by the CAT for scanning and processing.

- We suggest that you conduct the evaluation sometime during the last two weeks of classes. If at all possible, do not conduct the evaluation on the last day of class.
- Please complete the [header sheet](#) provided in the packet.
- Please write the school code, department code, course number and section number for your course, the course title, your name, and the appropriate date on the board, or project these data on a screen, for the convenience of your students.

Example: 12/01/97 01:220:102:01 Introduction to Microeconomics Professor Gigliotti

- Please inform your students that there are three parts to the Student Instructional Rating Form, Parts A, B, and C.

Part A: Part A consists of ten questions that students should answer by marking the appropriate response box next to the questions. Please ask students to fill the response box completely; check marks, x's and circled responses cannot be read by the scanner. Any incomplete erasures or double-responses will not be read accurately by the scanner. Students should use a dark pencil, a black pen or a dark blue pen. **Red ink or red pencil cannot be used.**

Please tell the students to note that the response fields for each question read from left to right, with the lowest scored response to the far left and the highest scored response to the far right.

Part B: Part B consists of blank spaces for questions, numbered 11 through 19, provided by the instructor or the department offering the course. If there are no questions given for this section, then the students should leave the response boxes for Part B blank.

Part C: Part C on the back of the [Student Instructional Rating Form](#) is the Comments section. Students may write their answers directly on the form in the space provided.

Important:

Please ask a student volunteer to monitor the class while the class completes the Student Instructional Rating Forms. Ask this volunteer to return the completed evaluation forms and the header sheet in the original envelope to the staff person for the program.

Please leave the classroom before the students begin to complete the Student Instructional Rating Forms.

Lecture classes with recitation sections: The lecturer should conduct the evaluation of his or her lecture class in the lecture hall. Please use the **section number "00" on the lecture class's header sheet**. Recitation classes should be evaluated separately, and should use the assigned section number.

STUDENT INSTRUCTIONAL RATING COURSE AND INSTRUCTOR HEADER SHEET

FALL 1997

PLEASE SUPPLY THE FOLLOWING INFORMATION FOR THIS COURSE EVALUATION:

PLEASE PRINT

INSTRUCTOR'S LAST NAME

INSTRUCTOR'S FIRST NAME

MIDDLE INITIAL

PROGRAM OR

SCHOOL CODE DEPARTMENT CODE COURSE CODE SECTION NUMBER

ENROLLMENT:

COURSE TITLE:

MONTH-YEAR

RUTGERS - THE STATE UNIVERSITY OF NEW JERSEY
STUDENT INSTRUCTIONAL RATING FORM

COLLEGE, COURSE AND SECTION NOS.

The University asks for your help in completing this rating form. The results will be used by both the Instructor and the University to assess and improve instruction. Your response will not be shared with the Instructor until after final grades have been submitted.
Thank you for your cooperation.

DIRECTIONS:

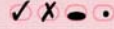
Print the Instructor's name and the Course name on the lines provided.
Questions 11 through 19 may be provided by the Instructor.

- Use a No. 2 pencil or blue or black ink pen only.
- Do not use red ink or felt tip pens.
- Make solid marks that fill the oval completely.

CORRECT MARK



INCORRECT MARKS



* PLEASE NOTE THE RESPONSE RANGE, FROM LEFT TO RIGHT, IS:
DISAGREE TO AGREE, POOR TO EXCELLENT, OR LOW TO HIGH.

INSTRUCTOR'S NAME: _____ **COURSE TITLE:** _____

Part A: UNIVERSITY-WIDE QUESTIONS:

	STRONGLY DISAGREE		NEUTRAL		STRONGLY AGREE
1. The instructor was prepared for class and presented material in an organized manner.	①		③		⑤
2. The instructor responded effectively to student comments and questions.	①		③		⑤
3. The instructor generated interest in the course material.	①		③		⑤
4. The instructor had a positive attitude toward assisting all students in understanding course material.	①		③		⑤
5. The instructor assigned grades fairly. (leave blank if no grades assigned to date)	①		③		⑤
6. The instructional methods encouraged student learning.	①		③		⑤
7. I learned a great deal in this course.	①		③		⑤
8. I had a strong prior interest in the subject matter and wanted to take this course.	①		③		⑤
9. I rate the teaching effectiveness of the instructor as:	①		③		⑤
10. I rate the overall quality of the course as:	①		③		⑤

Part B: QUESTIONS ADDED BY DEPARTMENT OR INSTRUCTOR:

	STRONGLY DISAGREE		NEUTRAL		STRONGLY AGREE
11. _____	①		③		⑤
12. _____	①		③		⑤
13. _____	①		③		⑤
14. _____	①		③		⑤
15. _____	①		③		⑤
16. _____	①		③		⑤
17. _____	①		③		⑤
18. _____	①		③		⑤
19. _____	①		③		⑤

(PLEASE TURN FORM OVER)