

Database Marketing: 52.630.387.90

Fall 2021 (online)

Professor: Maureen Morrin

Online Office Hours: Will be announced in Canvas; and by appointment

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Course Description

Database Marketing introduces students to methods for analyzing data residing in firms’ customer databases. The first part of the course focuses on strategic issues as well as learning basic descriptive and analytical tools. We will discuss ways to descriptively profile customers and customer segments, and begin to assess which customers should be targeted for our next promotional effort. We will review all necessary statistical concepts and learn how to use the software package SPSS to conduct a variety of statistical analyses with actual customer databases from firms engaged in direct selling. Then the course proceeds to focus on building classification models that predict binary response, for example, predicting whether a customer will or will not respond to a particular marketing offer (such as a direct mail catalog). There are different methods for building predictive models ranging from the very simple to the very sophisticated. We will cover traditional RFM (recency/frequency/monetary) analysis as well as more advanced methods including logistic regression and decision trees.

Learning Goals/Objectives

The principal objectives of the course are to:

- Understand how managers can leverage customer data to accomplish strategic marketing initiatives and improve profitability.
- Use the SPSS statistical software package to develop accurate predictive models regarding customer behavior.
- Learn how to assess and enhance the performance of predictive models, and effectively communicate their managerial implications.

Grading	Work Format	100 Points Possible
Participation (5 discussion prompts; up to 2 points per prompt possible)	Individual	10
Quiz #1 (Stat review)	Individual	10
Case #1 (Using SPSS with BBB.sav)	Individual or with up to 2 partners	10
Case #2 (RFM)	Individual or with up to 2 partners	10
Analytics Challenge #1 (RFM Model Enhancement: adding a binary variable via binning)	Individual or with up to 2 partners	10
Case #3 (Lifts and Gains)	Individual or with up to 2 partners	10
Quiz #2	Individual	10
Analytics Challenge #2 (Logit Model Enhancement: adding an interaction term)	Individual or with up to 2 partners	10
Case #4 (Logit with BBB.sav)	Individual or with up to 2 partners	10
Case #5 (Decision Trees and model validation)	Individual or with up to 2 partners	10

Grades will be available on Canvas. Grades reflect careful consideration of student performance and will not be changed unless a calculation error is revealed. To be fair to all students, those who come to discuss their grades will have an equal chance of having their

grade being increased or decreased based on my assessment of the issue (thus there is no built-in bias favoring those who complain). Course grades will be as follows:

Grade Ranges

Letter Grade Description

- A Highest grade (90% and above)
- B+ Work of distinction (84.5% to 89.4%)
- B Work of distinction (79.5% to 84.4%)
- C+ Average work (74.5% to 79.4%)
- C Average work (69.5% to 74.4%)
- D Passing, but unsatisfactory (60% to 69.4%)
- F Failure without credit (Below 60%)

1. **Participation = 10% (on your own)**

You can earn participation points by responding to each of the discussion prompts and commenting on others' responses. You will receive one point for responding to a prompt, and another point for responding (meaningfully) to another student's response to the prompt. We aim to engage you in some dialogue. You can earn up to 2 points total for each prompt (e.g., your own reply and your comment on another student's reply). Quality and thoughtfulness of your responses will be reflected in your participation score.

2. **Two Quizzes = 20% (on your own)**

There are two online quizzes, each worth 10%, each consisting of 20 multiple choice questions. **There is a 1-hour window of time (from noon to 1 pm on a Friday) during which you must complete each quiz.** You will need SPSS to complete many of the questions on the quizzes, so make sure you have access to SPSS before you start a quiz! As you proceed through a quiz, you cannot go back to earlier questions. The first quiz covers all material covered up to and including that week in the course. The second quiz covers all material from the first quiz up to and including that week in the course (i.e., the second quiz is not designed to be comprehensive, but to cover new material learned since the first quiz). Quizzes can cover statistical concepts and applications, use of SPSS to conduct analyses, assigned readings, material in the recorded videos, etc.

3. **Five Cases = 50% (on your own or with 1 or 2 partners)**

You can work on each case alone or with one or two partners. Each case is worth 10%. There are deadlines for completion of each case. Each involves applying what you have learned in terms of predictive modeling and using SPSS for analysis. You have as much time as you like to work on each case, but you must submit each case by the deadline(s) noted. You will need SPSS to complete the cases. If you experience partner problems, you are responsible for submitting the work on your own by the deadline. If you have a partner, please write your partners' names as well as your own on the document you upload.

4. **Two Analytics Challenges = 20% (on your own or with 1 or 2 partners)**

You can work on the two analytics challenges alone or with one or two partners. You are challenged to enhance two of the three types of models we are studying. You are asked to enhance the RFM model by adding one more variable (you must choose the variable and bin it into two categories). You are asked to enhance the logit model by adding one interaction term (you must choose, create, and add the interaction term). You must submit your enhanced models by the posted deadlines. If you experience partner problems, you are responsible for submitting the work on your own by the deadline. Beyond earning up to 10 points for each challenge, there is the chance for bonus points. For each challenge, the team (or individual) that boosts profits the most with their model enhancement will receive an extra 3 points of credit (above the graded score).

Course Materials

1. **Video Lectures in Weekly Modules**

Make sure you watch all of the assigned videos. You will want to conduct the analyses in SPSS as shown in the videos, on your own computer, as you watch the videos. Each of the video recordings and other materials you need, are listed in the Modules in Canvas, which are organized by week (e.g., Week 1 Module). You can watch a video by going to the Module, and clicking on it. It will play online on your computer screen.

Before you begin watching, in the lower right corner of the video screen you can click on the volume icon to change the volume, the full screen icon to make the video play at full screen, the starburst icon to change the resolution, the speed indicator to play back at a faster or slower speed, as desired. If you encounter problems with the playback online, first try to increase the resolution for playback. If you experience problems with playback, please let me know and I will try to reformat and reupload videos as needed.



2. SPSS Software (Premium Grad Pack, because it includes Decision Trees)

For our analyses, we will use IBM SPSS - a leading statistical software package. It has a user-friendly interface featuring dropdown menus and 'point-and-click' selection boxes, although we will also learn how to write syntax files. In addition to doing statistical analyses, SPSS produces nice charts and reports that can be readily customized. SPSS now also allows the integration of R and Python commands. You can purchase a license for IBM SPSS **Premium Grad Pack** software for about \$100 (good until July 1) that enables you to complete the work, from the Rutgers software portal (log in with your Rutgers net ID):

- ▶ <https://software.rutgers.edu/product/3624> [licensed version for \$100]

There is also a virtual option available for free to students. You can view that information here:

- ▶ <https://software.rutgers.edu/product/3627>

Note: I found it easy to log into this virtual SPSS, but in order to open our data files in this version, you must first create a Rutgers Box account, and upload our data files to it (e.g., BBB.sav, Tuscan.sav, PCsUnlimited.sav). Then, you can access your data files from Box while in virtual SPSS.

- ▶ Sign up for a free Rutgers box account and upload SPSS data files here: <https://box.rutgers.edu>

There is also freeware available, called **PSPP**, that looks and feels like SPSS and does many of the same analyses. It does not have full functionality, however. For example, it does not create decision trees (at least, not yet). It also does not easily do case summaries (the summary tables we use for lifts and gains, etc.). But feel free to download PSPP to your Mac or Windows machine if you like. It should allow you to do most of our analyses, and you can keep it indefinitely, as there is no license fee.

You can download PSPP here (these were the urls for PSPP last time I checked):

- ▶ For Macs (choose Downloads, Stable Release: pspp-1.2.0-2.dmg from here): <https://www.hs-augsburg.de/~beckmanf/pspp/>
- ▶ For Windows: <https://sourceforge.net/projects/pspp4windows/files/2018-11-09/pspp-20181109-daily-32bits-setup.exe/download>

3. **SPSS Survival Manual (Pallant)**, I recommend any edition of Julie Pallant's book: SPSS Survival Manual, NY: Open University Press. The 7th edition (2021) is the most recent one (ISBN: 9780335249503, 0335249507), but earlier editions are just fine. I have uploaded the chapters you need to read in pdf to Canvas. You therefore do not need to purchase this book, unless you prefer to have a hard copy of it.
4. **Database Marketing: Analyzing and Managing Customers (Blattberg)**, by Robert C. Blattberg, Byung-Do Kim, and Scott A. Neslin (2008), Springer. Available for free download to Rutgers students (<https://link.springer.com/book/10.1007/978-0-387-72579-6>); pdfs of the required chapters are also posted on our Canvas website. Make sure you check the Canvas website for **which pages** to read, for this book and all reading materials!
5. **Best Practices in Logistic Regression**, by Jason W. Osborne, Sage Publications (2015). Chapters 1,2 and 3 are available in Canvas. (<http://methods.sagepub.com.proxy.libraries.rutgers.edu/book/best-practices-in-logistic-regression>)
6. **IBM SPSS Statistics Brief Guide**, is provided in pdf format on Canvas. It shows the basics of how to use SPSS.
7. **IBM SPSS Statistics Command Syntax Reference**, is also on Canvas, with more detailed information for writing syntax files. You do not need to read this. It is provided as a reference source, if you need to know more about writing syntax files.
8. **IBM SPSS Decision Trees**, provides detailed guidance on constructing and validating decision trees in SPSS.

Python Reference Guide for IBM SPSS Statistics. You do not need to read this; I include it on Canvas for those students interested in integrating Python into the SPSS framework. I will demonstrate very briefly what this looks like, but you will not be tested on any Python programming in this course.

9. **IBM SPSS R Integration Package.** You do not need to read this; I include it on Canvas for those students interested in integrating R into the SPSS framework. We may take a look at using R and R GUIs toward the end of the course, for those interested.

Note: Additional free pdf guides to SPSS can be downloaded here (after creating a free IBM account):

<https://www.ibm.com/support/pages/node/874712#en>

Other

1. Partner Problems

If you choose to have a partner for any of the assignments and there is a problem with your partner, you and your partner must make a valid attempt to solve it. If the problem is not solvable, each partner will be responsible for handing in the work individually.

2. Late Work will Receive Lower Grade

Assignments handed in late will be graded but the grade will be reduced (see CLASSROOM POLICIES BELOW for details).

3. *Rutgers email - PLEASE USE YOUR RUTGERS EMAIL ADDRESS.* All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary. Not checking your Rutgers email is not an excuse for missing any communications.

4. *Technical Help with Canvas Course Site:* Contact the OIT (Office of Information Technology) for help with Canvas here

<https://it.rutgers.edu/help-support>

CLASSROOM POLICIES

Late Work Policy

Any cases, challenges, or posts submitted late will be graded but the grade will be reduced as follows:

- submitted within 24 hours past due date/time: 10% grade reduction;
- submitted from 24 hours late to 1 week (7 days) late: 25% grade reduction;
- submitted more than 1 week late: 50% grade reduction.

For example, if you submit a case and earn 10 points (100%), your score will be 9 points, if it is submitted late but within 24 hours past the due date/time.

Collaborating: In this class, you may collaborate on the cases (#1 to #5) and on the analytic challenges (#1 and #2). You may not collaborate on the quizzes.

Withdrawal: If you choose to withdraw from the class, you must do so by the university specified date.

Incomplete: An incomplete ("I") can be given only if a student has completed the majority of the class assignments (percentage terms) and attended at least 80 percent of the class periods. Examples include taking a final exam at a later date or submitting a final project at a later date.

Etiquette expectations from on-line students:

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.)

Even though many of you are already aware of these protocols, they are explicitly stated here so that everyone is cognizant of the same protocols. These protocols should be followed by all students taking this course to help ensure the online experiences for everyone involved are pleasant. They are as follows:

- If you were to send an e-mail to the professor / tutor, please address the person appropriately such as "Dr." or "Mr./Ms." , not 'Hey'. Note that I will address you with your first name, unless you prefer that I address you differently.
- When sending an e-mail, you can get better attention by using the following guidelines:

- use descriptive subject lines, (I am sure you have received a lot of Spam e-mails and I have occasionally and accidentally deleted student e-mails that I thought was Spam.)
- please be as brief as possible by going straight to the point, and if possible, limit the use of attachments

Never send offensive and insulting messages* (this is a violation of the Student Code of Conduct). If you disagree, say so and state your reasons. Social media is a very powerful tool for communication. However, it can be badly misused if it is not used correctly or professionally. For example, you may have personal and legitimate concerns with this course. However, other students, who do not have similar feelings, can be negatively influenced by your concerns. This will unnecessarily and negatively affect their overall experience of the course. Therefore, to minimize such an occurrence, please feel free to directly contact the instructor/tutor first to resolve any concerns that you may have to help ensure that everyone's online experience of this course is beneficial.

- Always guard against inciting others when it comes to content, opinions, etc. That is, avoid blaming or accusing others of wrong doing.
- Do not start a volley of back and forth e-mails, with copies distributed to every student in the class.
- Copy the minimum number of people. That is, send e-mails to only the people you think should receive and will benefit from it.
- Treat all e-mails and postings as permanent forms of written record and do not expect that any your e-mail communications to be private, unless stated otherwise. Instead, assume that all e-mail communications are public.
- Do not publicize your own or others' personal information (such as email, phone numbers, last names, etc.)

CLASS SCHEDULE (Subject to Change)

Topic and Date	Topics	Videos, Readings, and Files	Due from Student:
Week 1 (week starting Aug. 30, 2021)	Introductions; course overview; Open/close/create/ save SPSS data files.	<ul style="list-style-type: none"> • Watch videos 1a, 1b, 1c • Purchase SPSS license from RU software portal or gain access to virtual SPSS at RU (and get an RU Box account if using virtual SPSS) • Read SPSS Statistics Brief Guide Ch. 1-3 (pp. 1-10;19-23 only), Ch. 4 (summary stats, pp. 27-31 only) and Ch. 7 (syntax, pp. 63-65 only) • Read Pallant Ch. 6 (pp. 53, 55-64 only) <ul style="list-style-type: none"> ◦ Make sure you can open and close the BBB.sav data file in SPSS ◦ Optional: PSCP User Guide is provided for those interested in using PSCP 	Respond to Discussion Prompt #1 on Canvas by Fri. Sep. 3, 2021 @ 8 pm
Week 2 (week starting Sep. 6, 2021)	Customer Segmentation Worksheet; Strategic Issues; Data Sources;	<ul style="list-style-type: none"> • Watch videos 2a, 2b, 2c <ul style="list-style-type: none"> ◦ Follow along in video 2c with these files: CustSegmWorksheet_1.doc and CustSegmWorksheet_2.xlsx files • Read Blattberg Ch. 2 (Why DBM, pp. 13-18 only), Ch 8 (Data Sources, pp. 183-196 and 210-212 only) 	--
Week 3 (week starting Sep. 13, 2021)	Stats Review (Mean, variance, std dev, std error, t tests, chi-square, corr); Data transformations	<ul style="list-style-type: none"> • Watch videos 3a, 3b, 3c, 3d • Read Pallant ch. 16 (t tests), ch. 11 (corr) 	Respond to Discussion Prompt #2 on Canvas by Fri. Sep. 17, 2021 @ 8 pm
Week 4 (week starting Sep. 20, 2021)	Using SPSS I (learn/practice)	<ul style="list-style-type: none"> • Watch video 4a • Follow along with Mason Note: "Using SPSS" which uses data file: PCsUnlimited.sav • Read IBM SPSS Statistics Brief Guide Ch. 9 (sorting, selecting data), Ch. 8 (bin, compute, functions, conditionals, pp. 67-73 only) • Read Pallant Ch 7 (charts), Ch. 8 (recode, transform, bin) • Quiz #1 (Stat review, SPSS, etc.) has 20 multiple choice questions, which must be completed within one hour. URL is in Canvas Module for this week. Password, if required, will be announced in advance. 	Take Quiz #1 on Canvas from noon to 1 pm Eastern on Fri. Sep. 24, 2021
Week 5 (week starting Sep. 27, 2021)	Using SPSS II (apply in case #1)	<ul style="list-style-type: none"> • Watch video 5a (we start case #1 together) • Follow along with Case #1(Using SPSS at Bookbinders).docx 	Submit Case #1 (SPSS Bookbinders) by Fri. Oct. 1, 2021 @ 6 pm
Week 6 (week starting Oct. 4, 2021)	RFM I (learn/practice)	<ul style="list-style-type: none"> • Watch videos 6a, 6b • Read Hughes Ch 5 (RFM) • Read Blattberg Ch. 10 (process, pp. 245-259; 280-286 only), Ch. 12 (RFM, pp. 323-329; 331 only) 	Respond to Discussion Prompt #3 by Fri. Oct. 8, 2021 @ 8 pm

Week 7 (week starting Oct. 11, 2021)	RFM II (apply in case #2)	<ul style="list-style-type: none"> • Watch video 7a (we start case #2 together) • Follow along with Case #2(RFM at Tuscan).docx 	Submit Case #2 (RFM Tuscan) by Oct. 15, 2021 @ 6 pm
Week 8 (week starting Oct. 18, 2021)	RFM III (enhance model in challenge)	<ul style="list-style-type: none"> • Watch video 8a (hints for the challenge) <p>Your task is to enhance the RFM model by binning and adding one additional binary variable, assessing performance via \$ profit if mailing at or above break-even response rate.</p>	Submit Analytics Challenge #1 (RFM model enhancement via binning) by Fri., Oct. 22, @ 6 pm
Week 9 (week starting Oct. 25, 2021)	Lifts and Gains (learn/practice and apply in case #3)	<ul style="list-style-type: none"> • Watch videos (10a, 10b, 10c, 10d, 10e) • Read: Assessing a Model's Performance (LiftsGains.docx) 	Respond to Discussion Prompt #4 by Fri. Oct. 29, 2021 @ 8 pm
Week 10 (week starting Nov. 1, 2021)		<ul style="list-style-type: none"> • Watch video (10f) • Follow along with Case#3 (LiftsGains at Tuscan).docx • Use: Case#3Worksheet.xlsx 	Submit Case #3 (Lifts and Gains at Tuscan) by Fri., Nov. 5, 2021 @ 6 pm
Week 11 (week starting Nov. 8, 2021)	Logit Models I (learn/practice)	<ul style="list-style-type: none"> • Watch videos (11a, 11b, 11c, 11d, 11e, 11f, 11g, 11h) • Read Pallant ch. 13 (Regression), ch. 14 (Logit) • Read Osborne ch. 1-3 • Quiz #2 (RFM to logit) has 20 multiple choice questions, which must be completed within one hour. URL is in Canvas Module for this week. Password, if required, will be announced in advance. 	Take Quiz #2 on Canvas from noon to 1 pm Eastern on Fri. Nov. 12, 2021
Week 12 (week starting Nov. 15, 2021)	Logit Models II (apply in case #4)	<ul style="list-style-type: none"> • Watch video (12a) (we start case #4 together) • Follow along with Case#4(Logit at Bookbinders).docx 	Submit Case #4 (Logit at Bookbinders) by Nov. 19, 2021 @ 6 pm
Week 13 (week starting Nov 22, 2021) THANKSGIVING	--	--	--
Week 14 (week starting Nov. 29, 2021)	Logit Models III (enhance model in challenge)	<ul style="list-style-type: none"> • Watch video (13a) (hints for the challenge) • Analytics Challenge2(Logit interaction) • Your task is to enhance the logit model by creating and adding an interaction term, assessing performance via \$ profit if mailing at or above break-even response rate 	Submit Analytics Challenge #2 (Logit model enhancement via interaction term) by Dec. 3, 2021 @ 6 pm
Week 15 (week starting Dec. 6, 2021)	Decision Trees I (learn/practice)	<ul style="list-style-type: none"> • Watch videos (14a, 14b, 14c, 14d, 14e, 14f, 14g) • Read Blattberg ch. 17 (dec trees, pp. 323-329; 331-335 only), Ch. 11 (validation, pp. 309 to 312 only), Ch. 19 (bagging, boosting, pp. 490 to 492 only) • Use for reference: TreesBBB.pdf 	Respond to Discussion Prompt #5 by Fri., Dec. 10, 2021, @ 8 pm

		<ul style="list-style-type: none"> Follow along with TreesSpreadsheet.xlsx Read IBM SPSS Decision Trees (pp. 1-6;11-14) [Optional: Read IBM SPSS Statistics Command Syntax Reference (pp. 1939-1961) only if further interested in SPSS syntax for decision trees.] 	
Week 16 (week starting Dec. 13, 2021)	Decision Trees II (apply in case #5)	<ul style="list-style-type: none"> Watch video (15a, 15b; we start case #5 together) Follow along with Case#5 (TreeValidation) 	Submit Case #5 (Dec Trees) by Dec. 17, 2021 @ 6 pm
Final Exam Period There is no final exam.	Optional Topics (R, Python integration)	<ul style="list-style-type: none"> Optional: Watch videos (16a, 16b) Using Python within SPSS Optional: Watch video (16c) R and R interfaces Optional: Read Python Reference Guide for IBM SPSS Statistics 	--

DBM Discussion Prompts:

You can earn up to 1 point for your own post, and up to 1 point for your reply to another person's post, for each discussion prompt.

Prompt 1

Describe what you hope to get out of this class and the skills you would like to acquire. If applicable to you, also mention any concerns you might have (e.g., regarding your preparedness for the course, or difficulty of certain topics etc.)

You might also discuss what you believe your relevant strengths are, as you start this course: do you have a strong background in statistics or computer software? Are you a good writer or creative problem solver? Are you passionate about data? Also indicate, if you wish, whether you are seeking any partners for collaboration on any of the assignments (e.g., cases).

This will serve as a starting point to consider partnering on some of the assignments. You may want to consider partners with complementary skills. Remember that partners are not required for any assignments; they are optional for the cases.

[remember to [reply to this prompt](#), and also to [comment on another student's reply](#), for full credit opportunity]

Prompt 2

Find an example in the news (you can search online) of data analytics being used for a good or worthwhile purpose and describe the types of data and analyses that were used, as best you can tell from the article (e.g., you might assume the data were obtained from a government source, or a firm's customer database, etc. and that they used descriptive profiling or segmentation or regression to make behavioral predictions etc). Describe the type of firm or organization doing the analysis and whether you think what they are doing is innovative or novel.

[remember to [reply to this prompt](#), and also to [comment on another student's reply](#), for full credit opportunity]

Prompt 3

Find an example in the news (you can search online) of data analytics being used in a way that may pose a threat to people's privacy or safety; and describe the types of data and analyses that were used, as best you can tell from the article. Offer an opinion on what types of limits should be imposed, if any, on use of data for decision making.

[remember to [reply to this prompt](#), and also to [comment on another student's reply](#), for full credit opportunity]

Prompt 4

Find one job description at Indeed.com or Handshake (or similar job search site) for which you believe skills from this course and similar courses help you to qualify. Describe the position a bit and why you might (or might not) enjoy working in that position.

[remember to [reply to this prompt](#), and also to [comment on another student's reply](#), for full credit opportunity]

Prompt 5

Imagine that you are interviewing for a job and the interviewer asks: "I see on your resume that you took Database Marketing at Rutgers. What did you learn from that course that might be of value in your role at our firm, in the near or far future?" Indicate how you would reply to this question.

[remember to [reply to this prompt](#), and also to [comment on another student's reply](#), for full credit opportunity]

Student Health & Well Being Resources

Health and Wellbeing resources. Health and well-being impact learning and academic success. Throughout your time in college, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. The Wellness Center Medical and Counseling staff can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 856-225-6005, visiting the website at <https://wellnesscenter.camden.rutgers.edu/> or visiting the Wellness Center on the 2nd Floor of the Campus Center.

Dean of Students CARES Team - College is a time when students are testing their independence and striving to find themselves. It's not uncommon for these journeys to have rough points. For some students, personal, emotional, psychological, academic, or other challenges may hinder their ability to succeed both in and outside of the classroom. The Dean of Students Office is here to assist students with these concerns by strategically and effectively handling and referring student concerns/needs across all areas of the campus and University as needed. The Dean of Students Office serves as an initial contact for students who need assistance with these challenges. Phone: 856-225-6050, Email: deanofstudents@camden.rutgers.edu, or <http://deanofstudents.camden.rutgers.edu/>

Basic needs security

Students who have difficulty affording groceries or accessing sufficient food to eat every day, or who lack a safe and stable place to live, or do not have regular access to technology, and believe this may affect their performance in the course, are urged to contact the Dean of Students for support.

- [Rutgers–Camden Dean of Students: deanofstudents@camden.rutgers.edu](mailto:deanofstudents@camden.rutgers.edu)
- [Rutgers–Camden Food Pantry: scarlet-raptor-foodpantry@camden.rutgers.edu](mailto:scarlet-raptor-foodpantry@camden.rutgers.edu)

Students with Disabilities

I am committed to supporting the learning of all students in my class and will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact <https://success.camden.rutgers.edu/disability-services>.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Title IX and the Violence Prevention & Victim Assistance Office

Rutgers faculty are committed to helping to create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all *Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 60.1.33) are required to report information about such discrimination and harassment to the University.* This means that if you tell me or any faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, we must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can speak to staff in the [Office of Violence Prevention & Victims Assistance](#). For more information about your options at Rutgers, please go to <http://respect.camden.rutgers.edu>.

NATIONAL AND STATE RESOURCES FOR STUDENT WELLBEING:

National Suicide Prevention Lifeline: 1-800-273-8255

Crisis Text Line: text HOME to 741741

Crisis Text Line for Students of Color: text STEVE to 741741

Trevor Lifeline (LGBTQ+): 1-866-488-7386

National Domestic Violence Helpline: 1-800-799-7233 or text LOVEIS to 22522

NJ HOPE line- <https://njhopeline.com/>

Undocumented Students - Student Services.

Undocumented students enrich our university community. Rutgers-Camden is steadfast in its effort to protect and support all members of our community, regardless of immigration status or personal circumstance. Resources (legal, career and support) for students can be found here: <https://undocumented.camden.rutgers.edu/>

Veteran, Active Duty and National Guard Member Services.

The Office of Military and Veterans Affairs and Rutgers-Camden supports our students who have served and their family members, including explanation of benefits, referrals to resources on and off campus, supporting students who are deployed for active duty and answering questions. Contact the office for resources at: <http://veterans.camden.rutgers.edu/>

International (F-1) Students.

Rutgers Camden Office of International Students and Programs provides support services and resource referrals for our international students. Contact the office: <https://international.camden.rutgers.edu/>

LEARNING CENTER, LEARNING SPECIALISTS AND TUTORING

I am committed to making course content accessible to all students. The Learning Center provides Learning Specialists who can help you build a learning plan based on your strengths and needs, tutors, study groups and more services. Many services are available in virtual formats and after normal business hours. If English is not your first language and this causes you concern about the course, please contact the Learning Center and make an appointment with a Learning Specialist to create a plan of action. More information and to make an appointment - <https://learn.camden.rutgers.edu/>

Writing Support and Services.

The Rutgers Camden Writing and Design Lab provides personal tutoring, workshops and online. <https://wdl.camden.rutgers.edu/>

Disability Services/Accommodations

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact <https://success.camden.rutgers.edu/disability-services>.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Academic Integrity

The Academic Integrity policy can be found at <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University you are expected adhere to the Code of Student Conduct.

To review the code, go to: <https://deanofstudents.camden.rutgers.edu/student-conduct>

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."