

**ANNUAL ACCOUNTABILITY REPORT**

**2005-2006**

**FACULTY OF ARTS AND SCIENCES**

**RUTGERS THE STATE UNIVERSITY OF NEW JERSEY**





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## ***A Message from the Dean***

In spite of hardships resulting from state budget cuts to higher education, during the 2005-06 academic year Rutgers-Newark continued to make significant strides toward realizing its vision as an urban research university with excellence in undergraduate education. By all accounts, the same is true of the Faculty of Arts and Sciences (FAS-N).

I am pleased to report that construction of the new Life Sciences Building has been completed. This new facility houses research laboratories for faculty from the Departments of Biological Sciences and Chemistry as well as teaching laboratories for organic chemistry and second-year biology courses. The building has dramatically expanded and improved our research and teaching facilities for the sciences. The new University Square housing complex has been completed. The 13-story, 600-bed dormitory doubles the number of students living on campus and promises to transform campus life. Furthermore, during the 2005-2006 academic year, the Writing Program moved to newly renovated facilities in Conklin Hall. This new facility brings together our writing faculty, the Writing Center, the Program in American Language Studies, and the Writing Across the Curriculum Program.

Our new initiatives are not limited to the construction of new facilities. Professor Jayne Anne Phillips, an acclaimed author, was recruited in 2005 to the Department of English to lead FAS-N's new master of fine arts (MFA) in writing. Professor Phillips is currently recruiting the first class of MFA students who will begin in the Fall of 2007. Furthermore, the new masters and doctoral programs in American Studies will also be launched in the Fall of 2007.

During the past academic year the Committee on Assessment of Undergraduate Programs prepared a report on the status of undergraduate programs within the Faculty of Arts and Sciences and made recommendations on improvement of undergraduate education. These recommendations are currently being considered by the campus-wide Committee on the Future of Undergraduate Education.

We have been fortunate to make a number of excellent new faculty appointments. Included are Nihal Altan-Bonnet (Assistant Professor of Biological Sciences), Paul Boxer (Assistant Professor of Psychology), Mauricio Delgado (Assistant Professor of Psychology), Annette Gordon-Reed, (Professor of History), Damian Martinez (Assistant Professor of Social Work and Criminal Justice), Keesha Middlemass (Assistant Professor of Political Science), Natalie Sebanz (Assistant Professor of Psychology), Todd Stevens (Assistant Professor of History), and Heidi Swarts (Assistant Professor of Political Science).

The current academic year marks a turning point for FAS-N. I will be returning to full-time teaching and research after serving FAS-N for over 20 years in various administrative capacities. I am proud of our accomplishments; however, our accomplishments have only been possible through the hard work of dedicated faculty, the efforts of Associate Dean Annette Juliano, and an exceptional administrative staff.

In the Accountability Report which follows, I invite you to learn more about the recent achievements of our individual departments and the faculty, students and staff of the Faculty of Arts and Sciences-Newark.

Edward G. Kirby  
Dean, Faculty of Arts and Sciences-Newark

## STUDENTS

### **Size of the Student Body**

According to the University Registrar's Final Enrollment Report for the Fall Term 2005, 4369 students enrolled at the Newark College of Arts and Sciences, 36 less than the year before and 428 more than in Fall 2001. For University College-Newark (UCN), the Registrar reports a total of 1,616 students enrolled in Fall 2005, a decrease of 65 from Fall 2004. Table 1A presents a five year comparison of NCAS and UCN enrollments from Fall 2001 to Fall 2005.

Table 1B disaggregates Fall 2005 enrollments by year of expected graduation. For NCAS, seniors comprise the largest cohort, followed by the junior students, then sophomores and finally first-year students. At UCN, for Fall 2005, seniors comprise the largest cohort, followed by juniors, first-year students, and then sophomores. The part-time character of the UCN student body accounts for the large number of students in the "other" category.

### **Retention Rates**

The retention rate is the percent of matriculated and non-matriculated students enrolled in the Spring term who returned the next Fall semester. Students who graduated are removed from the calculation. Table 2 indicates the rates for the past five years and shows that the Fall 2005 retention rate for NCAS was 84.8 while the UCN rate was 53.4.

### **Registration – Credit Hours**

Table 3A provides information about the number of course registrations and corresponding credit hours offered during Fall semester 2005 at NCAS and UCN. It also indicates registrations and credit hours of Rutgers undergraduates taking courses at NJIT by means of the Rutgers/NJIT exchange policy.

Table 3B presents a five year comparison of the total undergraduate credit hours offered on the Newark Campus. It shows that in Fall 2005, a total of 81,444 credit hours were offered (a decrease of 1,673 credit hours compared to Fall 2004 and an increase of 6,632 compared to Fall 2001). For Fall 2005, 78% of the campus' undergraduate credit hours are attributable to NCAS and UCN. Table 3C provides a multi-year record of the average credit hour load for full-time and for part-time students at NCAS, while Table 3D does the same for University College.

### **Student Body Characteristics**

Table 4 indicates in percentages the student characteristics of NCAS and UCN for the past five years. A full-time student is defined as a student who registers for at least twelve credit hours per term. With respect to full-time versus part-time status, Fall 2005 demonstrated that the percentage of full-time NCAS students has grown from 86% in Fall 2001 to 87% of NCAS students in Fall 2005. University College enrollment exhibits no change in its full-time students from Fall 2001 to Fall 2005, remaining at 41%. With respect to gender, both NCAS and UCN in Fall 2005 were characterized by student bodies over fifty percent female, for NCAS 55 and for UCN 54 percent female.

As noted in previous annual reports, a greater diversity of age mix distinguishes the NCAS student body from its New Brunswick counterparts since only at NCAS do students twenty-five years and older constitute a substantial proportion of the student body. In 2005-2006, eighteen percent of NCAS students enrolling in Fall 2005 were twenty-five years and older. Contrasted with NCAS, University College still remains a college for the older student, with forty-three percent of its student body age twenty-five and above.

With respect to residence, over the past five years, the percentage of out-of-state students at NCAS has decreased from 9% (Fall 2001) to 7% (Fall 2005), while the percentage at UCN has remained scarcely changed from 4% (Fall 2001) to 3% (Fall 2005).

With respect to the racial/ethnic characteristics of the NCAS and UCN student bodies, Table 4 provides data for the following five-year comparisons and helps shed light on certain demographic trends.

- At NCAS over the past five years the largest percentage changes have occurred in the percentage of African American students, from 16% in Fall 2001 to 19% in Fall 2005 and White students from 31% in Fall 2001 to 29% in Fall 2005. The category of Puerto Rican exhibits no change from Fall 2001 to Fall 2005, remaining at 5%. The percentage of Other Hispanic and Asian students increased by 1 percentage point.
- At UCN over the past five years, the largest percentage change has occurred in the increase of Asian students from 14% in Fall 2001 to 17% in Fall 2005 and the decrease in white students from 26% in Fall 2001 to 23% in Fall 2005.
- At NCAS, since Fall 2001, the category of other/no information has declined from 11% to 8% while at UCN it has increased from 17% to 18%.

Repeatedly, the Annual Accountability Reports of the Faculty of Arts and Sciences-Newark have noted that the racial/ethnic characteristics of its undergraduate student body demonstrate commitment to teach the most diverse undergraduate student body within the University. At the same time, FASN Annual Reports have also claimed that the special nature of the undergraduate milieu of the Newark Campus not only demonstrates faculty leadership in teaching a multicultural student body but also strengthens the claim that the campus deserves special support to sustain and strengthen this commitment. The achievement of the Faculty of Arts and Sciences-Newark and the Newark Campus has once again been underscored by calculations which *U.S. News and World Report* added to its annual ranking of U.S. colleges in 1997 – rankings which appear on its website under the heading “Campus Diversity” [http://www.usnews.com/usnews/edu/college/rankings/brief/natudoc\\_campdiv\\_brief.php](http://www.usnews.com/usnews/edu/college/rankings/brief/natudoc_campdiv_brief.php) and are explained as follows:

Collegebound students who believe that studying with people of different racial and ethnic backgrounds is important will want to consider student-body diversity when choosing a school. To identify colleges where students are most likely to encounter undergraduates from racial or ethnic groups different from their own, U.S. News factors in the total proportion of minority students-leaving out international students-and the overall mix of groups. The data are drawn from each institution's 2005-2006 student body. The categories we use in our calculations are American Indians and Native Alaskans, Asian-Americans and Pacific Islanders, African-Americans who are non-Hispanic, whites who are non-Hispanic, and Hispanics. Students who did not identify themselves as members of any demographic group were classified as whites who are non-Hispanic. Our formula produces a diversity index that ranges from 0.0 to 1.0. The closer a school's number is to 1.0, the more diverse is the student population.

For the tenth year in a row, based on this calculation as applied to **National Universities**, for 2005 – 2006 the undergraduate student body of Rutgers-Newark achieved top ranking with respect to campus diversity. Listed below, as extracted from *U.S. News'* website ranking, are the thirteen most diverse national universities, their “diversity index” and their largest minority and its percentage for 2005-2006 and 2006-2007.

<b>2005-2006 School Name (State)</b>	<b>Diversity Index (1.0= Highest)</b>	<b>Largest Minority &amp; its %</b>
Rutgers-Newark (NJ)	0.73	Asian-American, 23%
University of Houston	0.72	Asian-American, 22%
Nova Southeastern University (FL)	0.69	African-American, 29%
University of California-Riverside	0.69	Asian-American, 42%
Stanford University (CA)	0.68	Asian-American, 26%
Polytechnic University (NY)	0.67	Asian-American, 38%
University of Bridgeport (CT)	0.67	African-American, 39%

New Jersey Institute of Technology	0.66	Asian-American, 23%
St. John's University (NY)	0.66	African-American, 17%
University of Illinois-Chicago	0.66	Asian-American, 25%
Alliant International University (CA)	0.65	Hispanic, 32%
Massachusetts Institute of Technology	0.65	Asian-American, 30%
University of California Los Angeles	0.65	Asian-American, 39%

**2006-2007**

<b>School Name (State)</b>	<b>Diversity Index (1.0= Highest)</b>	<b>Largest Minority &amp; its %</b>
Rutgers-Newark (NJ)	0.73	Asian-American, 24%
University of Houston	0.72	Asian-American, 22%
Nova Southeastern University (FL)	0.69	African-American, 28%
Polytechnic University (NY)	0.69	Asian-American, 34%
Univ. of California–Riverside	0.69	Asian-American, 43%
Stanford University (CA)	0.67	Asian-American, 26%
St. John's University (NY)	0.66	African-American, 18%
University of Bridgeport (CT)	0.66	African-American, 38%
University of Illinois–Chicago	0.66	Asian-American, 25%
Alliant International University (CA)	0.65	Hispanic, 26%
New Jersey Inst. of Technology	0.65	Asian-American, 22%
Univ. of California–Los Angeles	0.65	Asian-American, 40%
Massachusetts Inst. of Technology	0.64	Asian-American, 29%

**Number of Students Taught/Credit Hours**

Table 3A—Course Enrollment Extract for Fall 2005—presents the number of registrations and credit hours attributed to NCAS, UCN, and the Rutgers/NJIT exchange. Table 3B allows for a comparison of Undergraduate credit hours offered by all undergraduate schools on the Newark campus. Finally, tables 7A (for NCAS) and 7B (for UCN) indicate the total number of undergraduate students, tabulated as FTES, taught in the disciplines offered by FASN for Fall 2005. An undergraduate FTE, full-time equivalent, is calculated as 1 FTE = 16 credit hours of instruction.

The top six FASN Departments with the largest populations (FTEs) are as follows:

**NCAS**

<b>Discipline</b>	<b>FTEs</b>
Biology	424.0
English	338.1
Mathematics & Computer Science	305.9
Visual & Performing Arts	258.3
Psychology	226.9
Urban Education	222.8

**UCN**

<b>Discipline</b>	<b>FTEs</b>
Psychology	85.1
English	81.2
Mathematics & Computer Science	65.3
Economics	52.3
Sociology & Anthropology	51.1
History	50.8



**OFFICE OF UNDERGRADUATE AND GRADUATE ADMISSIONS**  
**Jason Hand, Director of Admissions**

This report is submitted by the Office of Admissions on the Newark campus. Our office is responsible for the processing of all undergraduate students applications and coordinates recruitment events for all of the undergraduate colleges and for the Graduate School-Newark and the School of Criminal Justice. This report provides data and content specifically regarding the FASN divisions – Newark College of Arts and Sciences (NCAS), University College-Newark (UC), and the Graduate School-Newark (GSN).

Over the past three years the University has seen a decline in the number of NCAS and UC students who have enrolled. While the enrollment goal for NCAS in 2005 was 661 students, we enrolled only 511 students, 150 short of the goal. During the 2005-2006 recruitment cycle, the Admissions Office began employing a different philosophy toward new student recruitment. Instead of recruiting students we thought could be admitted, we began to recruit students we thought would be most likely to enroll.

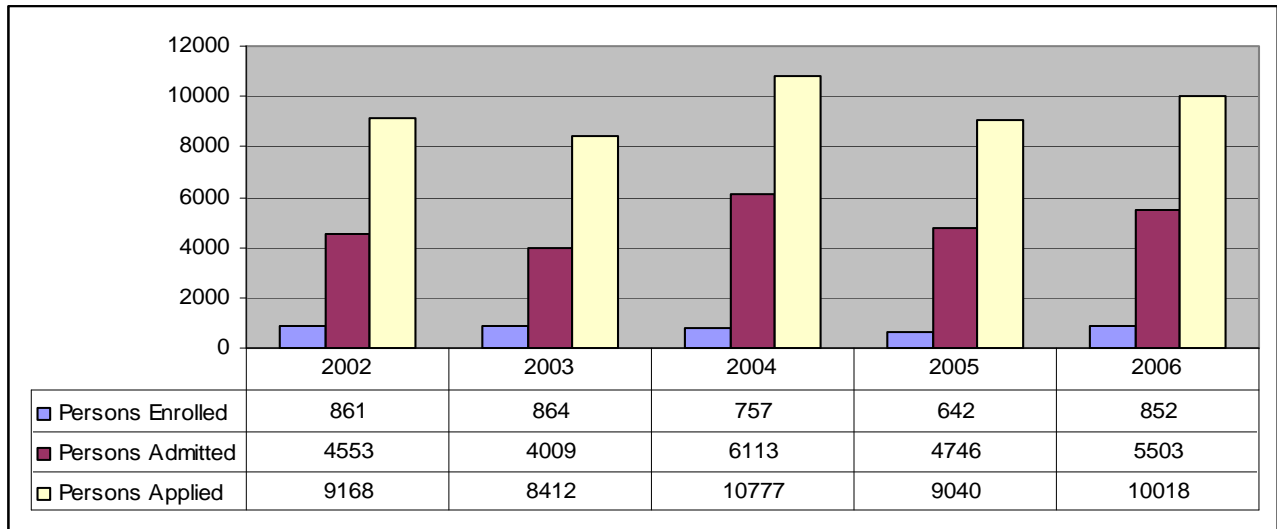
Using this new philosophy, we added Hudson County as a recruitment territory, with the thinking that students who are from an urban environment would be least likely to be intimidated by the environment in which our institution resides. We also added several new recruitment initiatives including more campus tours, more school visitations programs and several on-campus events designed to bring more students to the campus.

The results are shown in the following charts.

**Chart I: First-Year NCAS and UC**

**TOTAL ENROLLED (INCLUDES SPECIAL ADMITS AND EOF)**

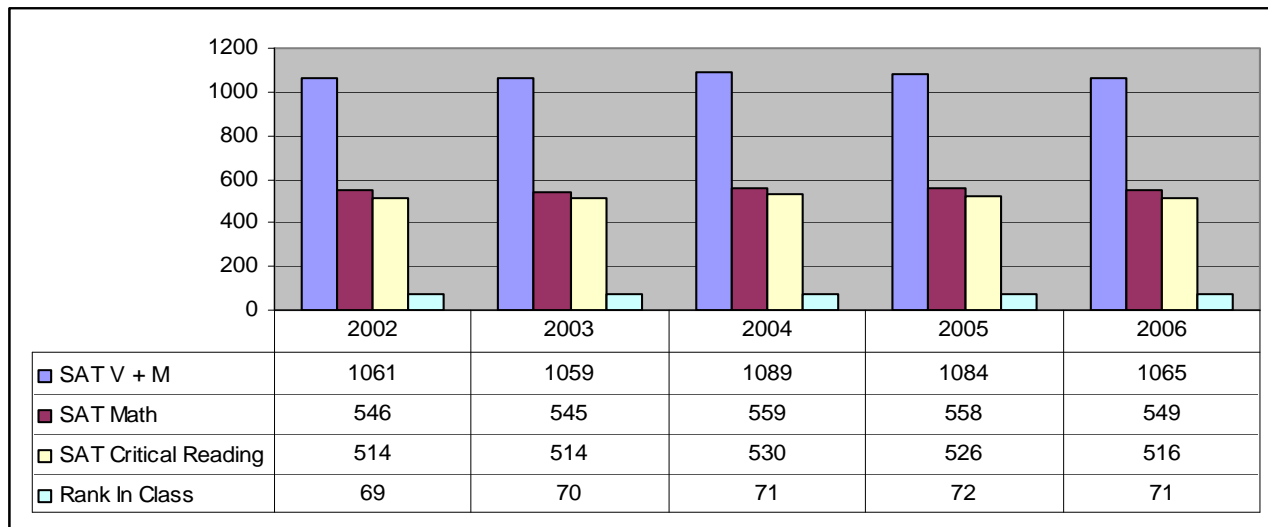
- For the fall 2006 term, we saw an increase in the number of applications, admits and enrollees.
- We enrolled 210 more students in NCAS and UC than we did in the fall 2005 term.



**Chart II: First-Year NCAS and UC - SAT and Class Rank Data**

**TOTAL APPLICANTS**

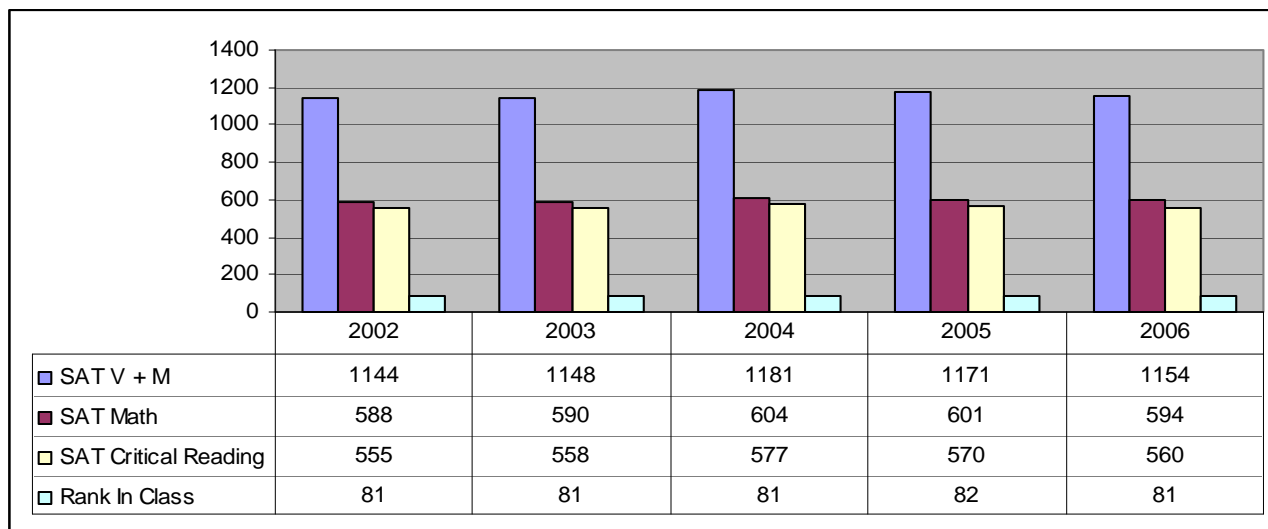
- We saw a 19 point decline in the average total SAT score of students who applied to RN.



**Chart III: First-Year NCAS and UC - SAT and Class Rank Data**

**TOTAL ADMITS**

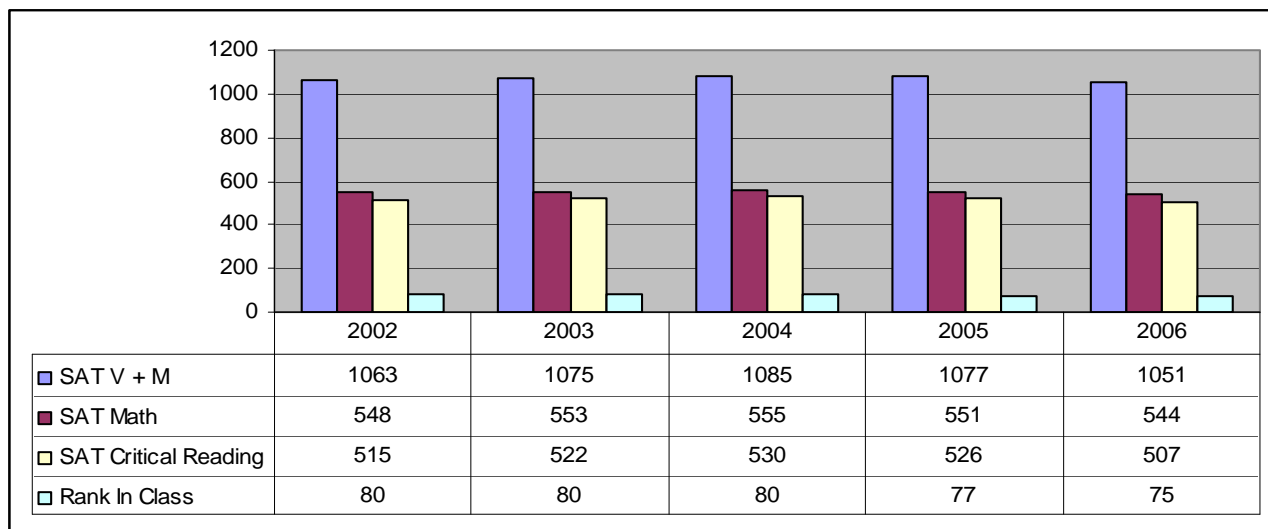
- We saw a 17 point decline in the average total SAT score of students who were admitted to RN.



**Chart IV: First-Year NCAS and UC - SAT and Class Rank Data**

**TOTAL ENROLLED**

- We saw a 26 point decline in the average total SAT score of students who enrolled at RN.



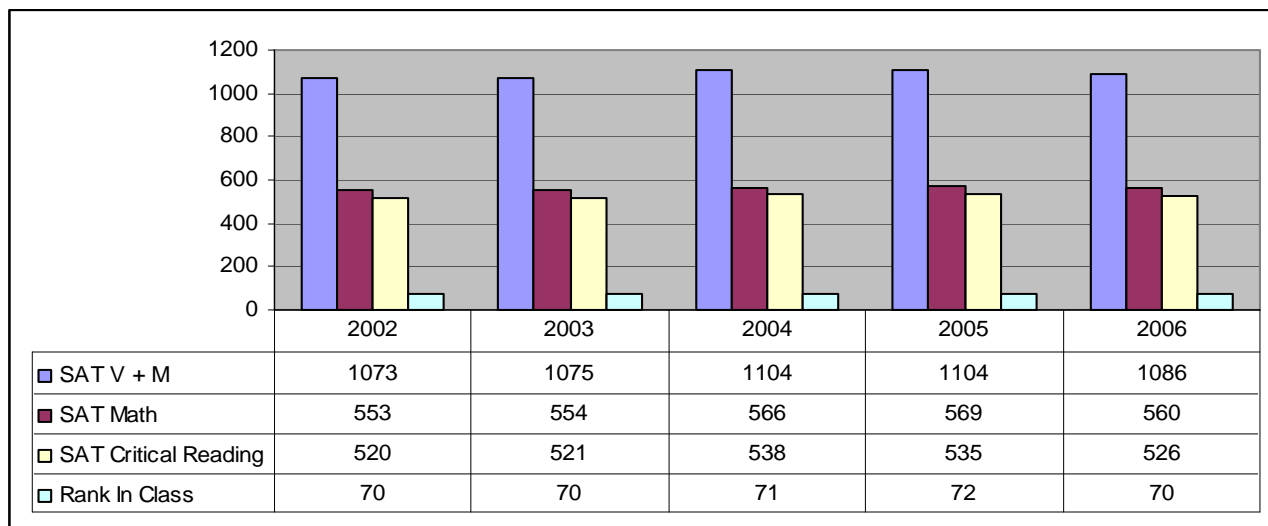
**Regular Admits**

The following charts include only regular admits (no special admits or EOF students).

**Chart V: First-Year NCAS and UC - SAT and Class Rank Data**

**REGULAR APPLICANTS (NON –EOF AND SPECIAL ADMITS)**

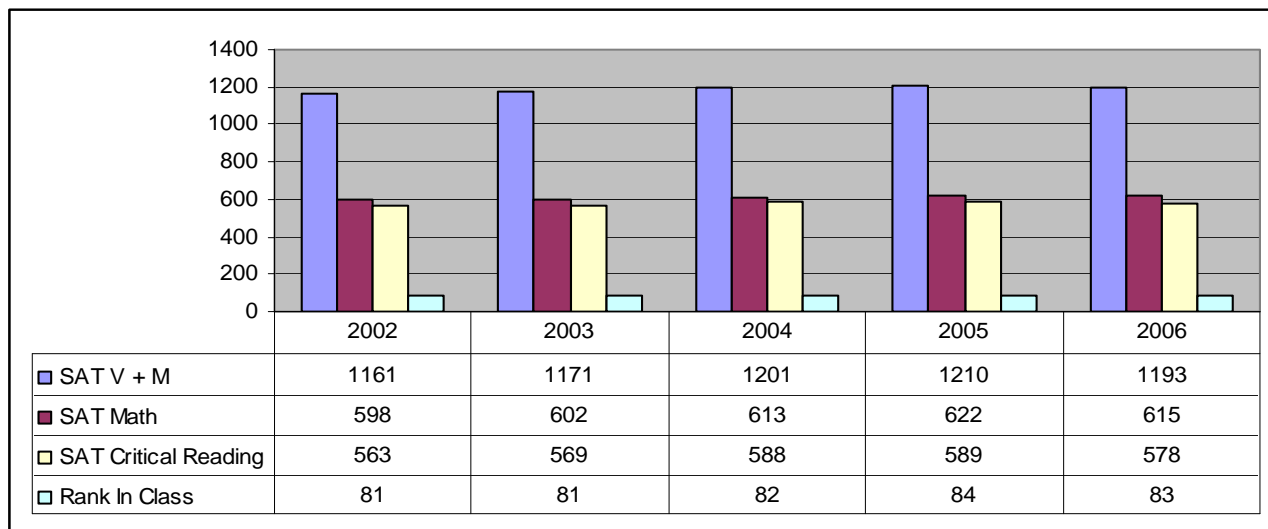
- The average SAT dropped 18 points for regular admit applicants



**Chart VI: First-Year NCAS and UC - SAT and Class Rank Data**

**REGULAR ADMITS (NON –EOF AND SPECIAL ADMITS)**

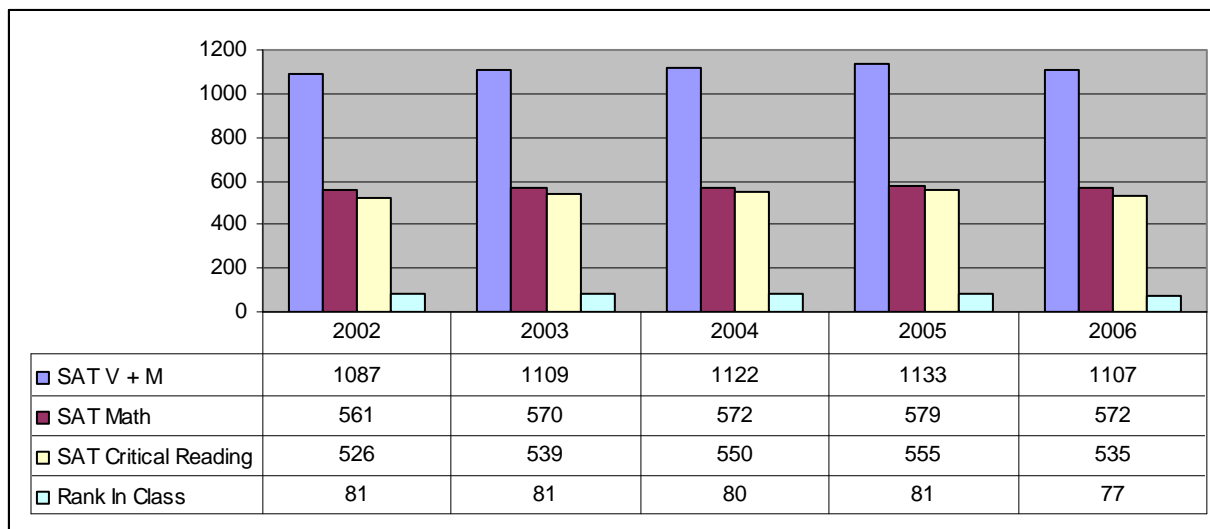
- The average SAT dropped 17 points for regularly admitted students



**Chart VII: First-Year NCAS and UC - SAT and Class Rank Data**

**REGULAR ENROLLED (NON –EOF AND SPECIAL ADMITS)**

- The average SAT dropped 18 points for regular enrolled students



**Freshmen Students by State – End of Cycle (NCAS and UC) – regular and special**  
**Chart VIII: Fall 2006 Freshmen Applicants, Admits, and Enrollment counts by state**

State	Applicant Count	Admit Count	Enrolled Count
AK	1	1	0
AL	6	0	0
AP	1	0	0
AR	4	0	0
AZ	3	2	0
CA	93	58	4
CO	10	4	0
CT	83	45	2
DC	45	17	0
DE	25	9	0
FL	102	50	3
GA	30	15	1
HI	2	2	1
ID	1	0	0
IL	37	17	1
IN	4	3	0
KS	3	2	0
KY	4	3	0
LA	5	2	0
MA	53	33	1
MD	146	86	4
ME	4	1	0
MI	18	6	0
MN	3	3	0
MO	6	4	1
MS	2	1	0
NC	16	9	1
ND	2	0	0
NE	1	1	0
NH	8	5	0
NJ	7785	4411	800
NM	3	2	0
NV	5	1	0
NY	697	358	15
OH	27	20	0
OK	2	1	0
OR	4	1	0
PA	251	129	4
PR	5	2	0
RI	19	7	0
SC	20	12	0
TN	4	2	0
TX	46	24	0
UT	3	2	3
VA	63	29	2
VT	4	3	0
WA	8	5	0
WI	7	4	1
WV	5	3	0
Other	342	108	8

**New Jersey Student Enrollment by Market – regular and special**  
**Chart IX: First-Year Applicant, Admit and Enrollment Counts**

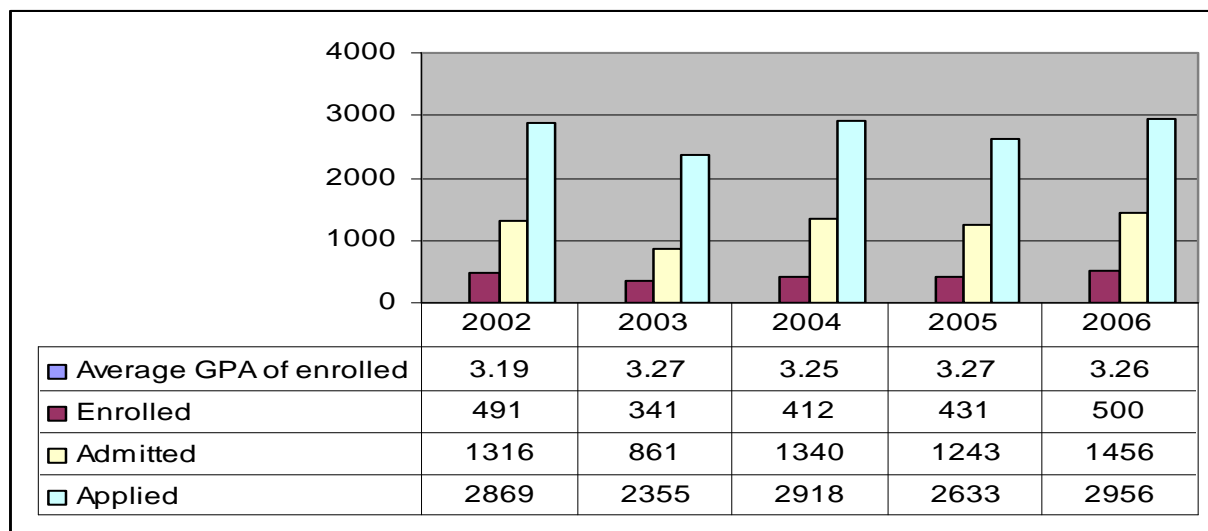
Eps Market	EPS Literal	Applicant Count	Admit Count	Enrolled Count	Enrolled/Admit %
NJ01	Southern Jersey	155	96	3	3%
NJ02	Camden & Burlington Co.	509	261	18	7%
NJ03	Jersey Shore & Pinelands	317	176	10	6%
NJ04	Middlesex Co.	948	641	79	12%
NJ05	Monmouth Co.	423	274	18	7%
NJ06	Somerset & Mercer Co.	443	286	26	9%
NJ07	Union Co.	690	351	97	28%
NJ08	Essex & Southern Passaic Co.	1739	780	222	28%
NJ09	Hudson Co.	964	478	154	32%
NJ10	Bergen Co.	1036	699	133	19%
NJ11	Morris & Northern Passaic Co.	373	245	29	12%
NJ12	Sussex, Warren & Hunterdon Co.	139	98	9	9%

**Transfer Students**

The transfer student population at Rutgers – Newark has also been declining over the past couple of years. New initiatives this past cycle have shown an improvement in the numbers for transfer students.

**Chart X: NCAS and UC Transfer Students**

- We enrolled 69 more new transfers in fall 2006 than the previous year



**Chart XI: Transfer Applicant, Admit and Enrollment Counts**

Eps Market	EPS Literal	Applicant Count	Admit Count	Enrolled Count	Enrolled/Admit %
NJ01	Southern Jersey	39	24	1	4%
NJ02	Camden & Burlington Co.	131	61	3	5%
NJ03	Jersey Shore & Pinelands	70	51	9	18%
NJ04	Middlesex Co.	359	190	52	27%
NJ05	Monmouth Co.	151	87	20	23%
NJ06	Somerset & Mercer Co.	139	70	19	27%
NJ07	Union Co.	286	151	59	39%
NJ08	Essex & Southern Passaic Co.	806	433	212	49%
NJ09	Hudson Co.	395	233	121	52%
NJ10	Bergen Co.	301	182	86	47%
NJ11	Morris & Northern Passaic Co.	156	77	25	32%
NJ12	Sussex, Warren & Hunterdon Co.	55	35	6	17%

**Transfer Students by State – End of Cycle (NCAS and UC)Chart XII:  
Fall 2006 Transfer Applicants, Admits, and Enrollment counts by state**

State	Applicant Count	Admit Count	Enrolled Count
AL	3	1	0
AZ	2	1	0
CA	33	13	3
CO	2	0	0
CT	12	4	0
DC	7	0	0
DE	2	0	0
FL	29	9	1
GA	7	3	1
HI	1	1	0
IA	2	2	0
IL	12	5	0
IN	2	1	0
KY	2	0	0
MA	12	4	0
MD	17	7	1
ME	1	0	0
MI	7	1	0
MN	4	2	0
MO	1	0	0
NC	9	1	0
NE	1	0	0
NJ	2935	1614	619
NM	1	0	0
NY	121	48	9
OH	7	2	0
OK	2	1	0
OR	1	0	0
PA	40	14	2
PR	1	0	0
RI	2	1	0
SC	5	1	1
TN	4	1	1
TX	11	6	0
VA	8	3	1
VT	2	2	0
WA	3	3	1
WI	4	3	0
Other	128	31	2

## Undergraduate Admissions Recruitment Events

Recruitment serves as the funnel into the application process. The Admissions Office strives to introduce prospective students to the Newark Campus while promoting the benefits of attendance here. We reach out in a multitude of ways through on- and off-campus events. We had a very active on-campus programming year which included more fall and summer programs/open houses and new initiatives. All together, our Newark recruitment team attended a total of 258 on and off-campus events. Below are highlights of the year's campus programs:

1. **Campus Wide Open House:**  
**Total Attendance:** 1,434 (1,651 in 2005)  
**Students:** Undergraduate: 653  
**Senior:** 335  
**Juniors:** 109  
**Transfers:** 131

**Campus Tour Attendance:**  
 Undergraduate: 970  
 Graduate: 41  
**Total: 1,011 (915 in 2004)**

2. **Summer Information Days**  
 Summer Information days were also very successful in reaching out to rising seniors and transfer prospects early on and generating a significant number of pre-applications (through our summer fee waiver incentive) and interest in the Newark Campus. Below is the attendance summary from the summer programs:

Date of Event	Number of People Attending	Number of Students
9-Jul	56	21
15-Jul	48	18
23-Jul	88	39
29-Jul	49	22
6-Aug	118	47
<b>Total</b>	<b>359</b>	<b>147</b>

3. **Scarlet Saturdays**  
 Scarlet Saturdays are fall weekend events designed to introduce the Newark campus to HS juniors, seniors and transfer students. Events are designed to encourage application for the coming cycle and as such are held prior to the first-year priority application deadline of Dec. 1 and the transfer priority deadline of Jan. 15.

Date of Event	Number of People Attending	Number of Students
16-Oct	104	42
22-Oct	46	20
4-Nov	198	63
12-Nov	165	58
19-Nov	218	70
<b>Total</b>	<b>731</b>	<b>253</b>

4. **Recruitment of High Ability Students  
Provost Scholars**  
 In the Winter of 2006, high achieving students were invited to an Honors Event where students were given a campus tour and were provided lunch at the NJPAC as well as



tickets to a show that afternoon. The goal was to get admitted scholars to visit the campus early in the cycle and to have a more innovative and interactive format that highlighted the benefits of an urban campus and the added value of the honors college curriculum. Below are the results of the program.

Event Date	Event Name	Attended	Enrolled	Enrolled/Attended
26-Feb-06	Honors Event	22	12	54%

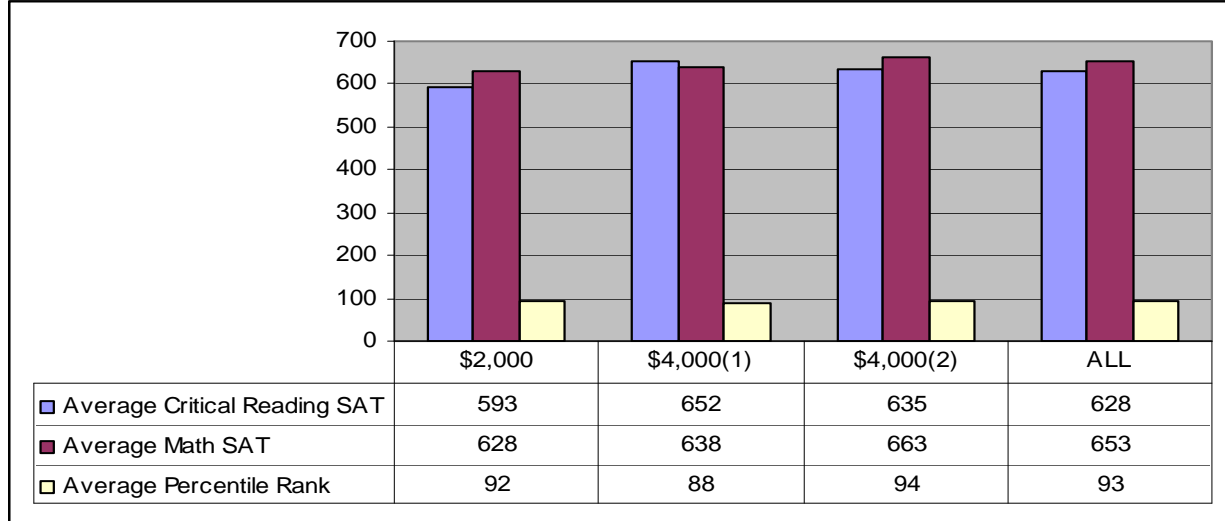
The academic criteria required to qualify for the Provost Scholarship are as follows:

- Students who received another University Merit Award (UMA) automatically received the \$4000 provost.
- Students with no UMA but with a top 15% rank in class and an SAT of 1250+ also received the \$4000 award.
- Students who did not receive another UMA but ranked in the top 15% of the class with an SAT of 1200-1240 received the \$2000 award.

We are very pleased with our enrollment results. While we did not meet the enrollment goal of 100 for the Provost Scholarship/Honors College, we did enroll 57 and we will emphasize recruitment of these high achieving students in the next cycle.

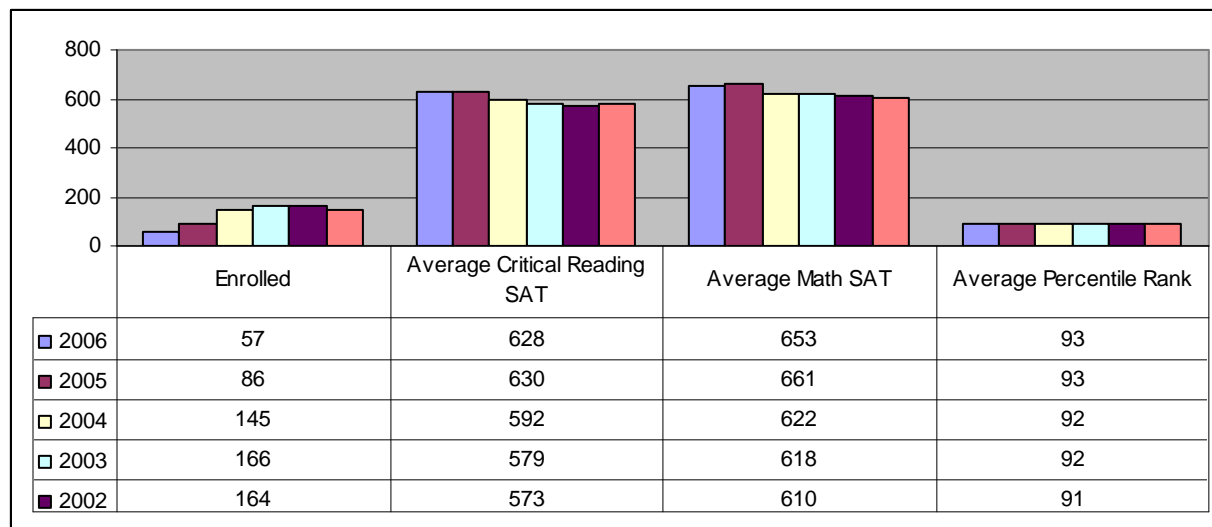
#### Fall 2006 Provost Enrollment Data by Award Category

**Chart 1:** The below chart illustrates the number of students who received Provost Scholarships along with the SAT scores and class ranks by scholarship amount. Award levels were \$2,000: top 15%, 1200-1240 SAT and no other University award; \$4,000 (1): top 15%, 1250+ SAT, no other University award; and \$4,000 (2): top 15%, 1250+ SAT, with other University award.



**Fall 2006 Provost Scholarship Historical Data**

**Chart II:** The below chart illustrates the number of Provost Scholars along with their average SAT scores and class rankings.



**BA/MD program**

In addition, we were very successful in recruiting high ability students for the BA/MD program. To qualify for the 7-year program, students have to rank in the top 10% of the class and have a 1400 SAT; to qualify for the 8-year program, a top 10% rank is required with a minimum 1200 SAT. The following stats show the competitive nature of this program.

**2006**

Applications: 199 (110 complete and reviewed for admission)

Admitted to 7-year BA/MD: 10

Admitted to 8-year BA/MD: 3

Enrolling 7-year: 1

Enrolling 8-year: 1

**Total BA/MD 2006 Enrolling: 2 (6 Enrolling in 2005)**

**5. Newark School District Initiative (NSDI)**

The Admissions Office strives to reach out to students in the city of Newark. A key program of outreach is NSDI. We target specific Newark schools and ask guidance counselors to select students to participate in the program. We then provide transportation to campus when needed. In November of 2005, the following schools attended Rutgers – Newark’s NSDI event on campus with the following results:

University High School and North Star Academy on November 16, 2005.

- 23 Attendees

Central High School and Shabazz High School on November 18, 2005.

- 17 Attendees

## **New Initiatives**

### **Instant Decision Days**

The Admissions Office coordinated several Instant Decision Days at various schools in the 2005-2006 cycle. The events provide students to meet with admissions counselors at their schools and receive an instant admissions decision based on the student's academic profile. In the spring we targeted Hudson County Community College and Passaic County College and we saw 86 and 24 students respectively. We saw more students at Hudson County during this event than applications we received the entire previous year. In the fall of 2006, we will be hosting IDD's at Bayonne High School, Hudson County Community College, Passaic County College, Essex County College, North Bergen High School, and two days on campus devoted to this event.

### **Rutgers University – Newark Viewbook**

In the fall of 2006, the Rutgers – Newark campus introduced a new Admissions Viewbook. This 16-page recruitment piece, developed with University Relations, is the first in a series of new publications designed to recruit students to our University. The viewbook highlights the accomplishments of several students and faculty while presenting Newark as a city of growth and opportunity for incoming college students. This piece will be targeted at recruiting the top seniors who apply to the Newark campus.

**ACADEMIC FOUNDATIONS CENTER**  
**Cary Booker, Associate Dean and Director**

The Academic Foundations Center (AFC) continues to build on its longstanding tradition of helping students overcome cultural, economic and social obstacles to receive a quality education. We continue to serve as a center for innovative teaching and learning on the campus and in the community through constructive collaborations with university faculty, middle and high school teachers, guidance counselors, college students, and middle and high school students.

The AFC consists of two major structural arms focused on the academic support of undergraduate students (largely through the Educational Opportunity Fund (EOF) Program) and the academic support of pre-college students (largely through the Institute for Pre-College Education and Community Outreach). This year we have expanded our programmatic offerings to enhance the support that we can offer students. The Educational Opportunity Fund Program remains our signature program providing support to selected undergraduate students at the University. We have also added a Student Support Services program (one of the federally funded TRIO programs) and the READY program (a locally funded program targeting selected young people from Newark to compliment our EOF programming. In addition, we have continued to build our capacity to offer a new generation of pre-college programs to support the aspirations of middle and high school students.

**Educational Opportunity Fund Program**

During the 2005-2006 academic year the EOF program served 572 students. Ninety (90) first-year students participated in the summer 2005 Academic Scholars Institute bridge program. The distribution of AFC/EOF student population was as follows: Female 70%, and male 30% (for first year students: Female 61% and male 39%). Students' ethnic background continues to reflect that of the Newark campus. Of our first time first year students the largest group represented was Hispanic non-Puerto Rican, with 31% of the EOF student population. The second largest group of students was African American, non Hispanic with 20% and the third largest group was Asian or Pacific Islander with 19%. Overall, our EOF student population was: Hispanic non-Puerto Rican, 21%; African American, non-Hispanic, 27%; Asian Pacific Islander, 17%; Puerto Rican, 9%; and white, non-Hispanic, 15%. Commuters continue to comprise the majority of our student population reflecting the campus' identity as a predominantly commuter campus.

26 seniors were recognized during spring 2006 Senior Awards Ceremony. 46 senior students were enrolled in Bachelors of Arts programs and 58 were enrolled in Bachelors of Science programs. During the same ceremony, 4 students received the *Academic Excellence Award* for GPA's 3.5 or higher, and 18 students received the *Academic Achievement Award* for GPA's between 3.0 and 3.49. One student received the *Perseverance Award*, and two students were recognized with the *Community Service Award*. Other EOF students were recognized with special honors such as their participation in the Minority Biomedical Research Support (MBRS) program and membership in the Honors College. In total, 62 students graduated throughout the 2005-2006 academic year, 52 of them graduated in May 2005.

During the New Jersey Educational Opportunity Fund Professional Association (NJEOFPA) Conference held on March 27 2005, 9 graduating students received Outstanding Academic Achievement awards for GPA's of 3.5 or higher. 21 students received the Academic Achievement award for GPA's of 3.00-3.49, and 1 student received the outstanding achievement award.

During the Senior Awards Dinner, offered by the Dean of Students 5 EOF students were recognized: Ioannis Athanasopoulos and Natalia Espejo, recognized by the Academic Foundations Center with the Community Service Award presented to the EOF graduating student who contributed significantly to both campus and community activities. Nicole Scott Harris, recognized by the Department of African American and African Studies with the Wendell A. Jean-Pierre award of excellence. Daphnie Antenor, recognized by the Department of Health Promotion, recognized for excellence in peer education. Jitendra Mistry, recognized by the Dean of Student Affairs Office with the Orientation Workshop Leader (OWL)

Award. And, Ioannis Athanasopoulos, recognized by the Deans Office of Student Affairs for overcoming adversity and achieving distinction with the Yolande Rubianes Award.

### **Distribution of EOF Students by Major**

There are 67 undergraduate majors offered at the Rutgers University-Newark Campus. EOF students were represented in 32 of those majors. This year, many of the EOF students selected pre business (7.5%), accounting (8%), biology (4.5%), and criminal justice (6%). Other majors have smaller numbers of students, but the large majority of students (42.5%) are still undecided, compared with 51% last year.

### **EOF Counseling Unit**

The AFC Counseling Unit functioned with five counselors during the 2005-2006 year. With the promotion of Ms. Miriam Cruz-Montalvo to Director of the READY program, we added Mr. Francisco Colon to our counseling team—Ms. Rose Bailey-Byers, Mr. Carl Milton, Mr. Brian Taylor, and Ms. Brenda Lopez.

### **Academic Advising**

Since 1998, EOF counselors have provided the required academic advising to entering EOF students, to students who have completed 30 or fewer graduating credits, and to students with more than 30 credits but whose grade point average (GPA) is below 2.0. Academic advisors attended training offered in-house at the Academic Foundations Center and the campus-wide faculty/advisor training provided by the Office of the Dean of Student Affairs

### **Other EOF Services and Programs**

Minority Biomedical Research Support Program. The program provides graduate and undergraduate students majoring in the sciences an opportunity to perform hands-on research on their own projects under the supervision of Rutgers-Newark faculty in the Departments of Biology, Chemistry, Psychology, the Center for Molecular & Behavioral Neuroscience, or the College of Nursing. The MBRS and AFC/EOF collaboration, allows a counselor to serve as a liaison between the MBRS student, the mentor/faculty member, and the program administration. Associate Dean Cary Booker maintained communication with Dr. Ann Cali, the project director, with Vice-Provost Gary Roth, and with the program coordinator.

Honors College and EOF. The Honors College at Rutgers-Newark is a four-year program that recruits its members from the top students admitted to the Newark College of Arts and Sciences. Students receive an invitation to participate in this program based on their academic record. This year there were 12 EOF students in the honors College.

North Star Academy-Tutoring/ Gear Up Program. The North Star Academy -Tutoring Program, is a partnership between North Star Academy (NSA), Charter School of Newark, and the Academic Foundations Center. For three years, since the fall 2003, the AFC has had oversight of the tutoring program. During the fall and spring semesters we delivered tutoring sessions to 20 North Star Academy students using 20 EOF students as tutor/mentors. The tutors attended a training session at the beginning of the program. Tutors and NSA students expressed satisfaction with their participation in this program.

Admissions workshops, information and follow up. An EOF counselor, Ms. Rose Bailey-Byers has been directly involved and has been responsible for the admission process of EOF students. Through the EOF program, approximately 100 students are admitted to Rutgers-Newark, College of Arts and Sciences. Ms. Bailey-Byers reviews applications and follows up with students and their parents to facilitate the process. The process begins in mid fall and lasts throughout the spring semester, culminating with the selected class for the ASI summer program.

AFC/EOF Kaplan Partnership. We continue to foster our ongoing relationship with Kaplan to support the graduate and professional school aspirations of our students. EOF students are offered the opportunity to participate in the Kaplan Test Prep courses with a 50% discount on the course charges. An agreement between AFC and Kaplan has been in effect since 2001. No mechanism has been implemented by the coordinator to record the number of students who request information, who request the discount, or who actually participate and take the Kaplan preparatory test.

### EOF Summer 2005 Academic Scholars Institute (ASI)

The six week EOF summer program, for entering first-year students was held June 27 to August 5, 2005. A two-day orientation was offered to faculty and staff and students (and their parents) received a one-day orientation on Saturday June 25<sup>th</sup>.

Ninety (90) students participated in the ASI summer program. Academic courses offered during the ASI program were: mathematics, English, geology, biology, and speech. In addition, a course in strategies for academic success was taught by the EOF counselors. An emphasis on reading and critical thinking was implemented throughout the program. For the ASI English component, the students used the resources in the DANA library to complete research assignments. Main features of the ASI program were the following:

- There were three faculty members in both the mathematics and the English areas, two science instructors, two speech instructors and five EOF counselors.
- Three teaching assistants were assigned to each subject area. A peer counselor was assigned to each EOF counselor.
- There were between 14 and 17 students per class, except for the science courses that were offered in a larger lecture format.
- The Institute began at 8:30 a.m. and ended at 5:30 p.m.
- A strict attendance policy was implemented with the consequence of exclusion from the program for two or more unexcused absences.
- Three elective graduation credits were granted to students who successfully completed the six-week 2005 summer program.
- Students' academic advising and registration process was completed prior to the beginning of the ASI program, allowing ASI students to select the necessary courses for the fall 2005 semester.

### AFC and Research Initiatives

Even with her promotion to Dean of Students for the Newark College of Arts and Sciences, Dr. Connie Wibrowski continues to be engaged in research projects focused on the work of the AFC/EOF program. She has continued to make progress on her study entitled "*The role of the First Year Educational Opportunity Fund (EOF) Program Support on University Freshmen Students' Self-Regulated Learning, Motivation and Study Skills*". The study, approved by Rutgers University IRB (Institutional Review Board) is being conducted in collaboration with Dr. Anastasia Kitsantas, an associate professor in the Educational Psychology Program at the Graduate School of Education in George Mason University.

She, in collaboration with Dr. Caroline S. Clauss-Ehlers, from the Rutgers Graduate School of Education have continued their work entitled: "*The Impact of a Six Week Academic Intervention Program on Educational Success and Cultural Resilience for First Generation College Students*" The research, approved by the Rutgers Institutional Review Board, studies the 2004 ASI incoming cohort.

### College Algebra Support Initiative (CASI)

Using the academic success of students taking the AFC Biology Support Course, we have completed three years of a mathematics support course offered to students registered for college algebra. The program continues to show promise and was expanded this year to add an additional focus on students who place into developmental mathematics courses.

### **Student Support Services Program**

This year was the first year of our newly awarded Student Support Services (SSS) program funded through the federal Department of Education. The SSS Program is one of the federal Department of Education's grant funded TRIO programs. The purpose of the SSS Program at Rutgers-Newark is to increase the retention and graduation rates of low-income, first-generation college program participants at Rutgers-Newark. Retention and graduation rates of participants will be increased by using a coordinated array of Rutgers-Newark AFC/EOF services, Rutgers-Newark Campus Services, and SSS Program

services. SSS Program services are directly focused on enhancing and increasing participants' persistence, graduation, and academic performance. There are two major goals of the SSS program.

Goal One: The Rutgers-Newark SSS Program will graduate 50 percent of the participants in each entering SSS cohort within seven years of entry into the college.

Goal Two: The Rutgers-Newark SSS Program will provide SSS participants with the services and support they need to successfully complete the academic requirements for earning a bachelors degree at Rutgers Newark.

### SSS Program Services

The SSS Program provides 160 participants five core services, the first of which is (1) Comprehensive Support Activities Coordination. Support activities have little value to participants if they are scattered, fragmented, and not accessible to the students who need them. The SSS Director and staff will collaborate with the many administrative and program units in the Comprehensive Support Model to ensure that appropriate services are provided to students in a timely and effective manner.

The SSS Program will provide participants (2) extensive instructional support. SSS Instructional Support will include pre-freshmen summer activities such as the Math Achievement Program, which assesses and addresses students' math learning styles, math phobias, anxieties, negative past math experiences, and other key elements and helps students change their math-related behavior with the help of intensive tutoring. SSS Instructional Support will also provide (3) writing assessment and, in collaboration with the Rutgers-Newark Writing Center, writing skills development. SSS students will also receive (4) intensive one to one tutoring and (5) Computer Training and access.

### The READY Program

This year was the first year of our newly awarded READY program funded through a private donor. The READY program supports selected cohorts of Newark Public School students and provides academic and social support to help them achieve their aspirations. Because of the long history of this program in Newark the main activities for READY participants fall into three categories: READY high school students, READY post secondary students, and READY alumni.

#### Support for READY high school students

Support for the remaining READY high school students is focused on providing enrichment activities such as: standardized test preparation (e.g., preparation for the SAT); college application completion; and enrichment activities focused on the development of reading, mathematics, and communication skills. READY high school students visit college and University campuses to facilitate their college application process. Support for graduated high school seniors consists of targeted programming to generally orient students to college level work. Students are also encouraged to participate in ongoing community service projects within the AFC. For students who complete high school but choose not to attend college, counselors provide additional support geared toward the individual needs of these students.

#### Support for READY Post Secondary and Other Eligible Students

There are approximately 200 eligible post secondary READY students most of whom are spread among a wide array of colleges, universities, and other accredited institutions. During the academic year, counseling services to these students are limited to an informal yet structured system of counseling support delivered via phone and e-mail. Students attending college locally also have access to in-person counseling visits. Counselors are available while students are home during mid-semester breaks and the summer to advise and counsel students.

Support for READY college student focuses most heavily on first-year students and those students who have experienced academic difficulty (as evidenced by their GPA). However, all students have access to this resource and counselors follow up in various ways (i.e., in person, via phone, and via e-mail) with their entire caseload. The required frequency of student contact is determined by individual student needs. However, students are generally contacted twice a semester.

For READY students who have become inactive, READY college counselors have conducted outreach and programming designed to assist students in their efforts to return to school or to gain meaningful employment.

#### READY Alumni and Former READY Participants

As this program is over two decades old in the City of Newark, there are numerous READY alumni and former READY participants who continue to seek guidance and support from the READY Foundation. Throughout the years, READY in many instances has been a "second home" to many of these students. As a result we are providing support and services to support the development of a READY alumni organization that will continue the legacy of the program.

#### The Institute for Pre-College Education and Community Outreach (IPECO)

The Institute for Pre-College Education and Community Outreach (IPECO) continues to focus on the development of programs that leverage the strengths of the University to deliver enriching hands-on activities that fuel pre-college students' intellectual curiosity and college aspirations. In 1983 the AFC launched its first pre-college program the Saturday Academy which provided SAT preparation services to students from Newark, Passaic, and Orange. Since then, our pre-college programming has grown considerably. IPECO is a multifaceted repository for pre-college programs that are united by a common set of guiding principles. We believe that all children deserve the opportunity to have experiences that foster their innate ability and capacity for learning. We believe that there is an important role for the University to play in providing opportunities for young people in middle and high school. The IPECO at Rutgers University in Newark provides the academic resources and support services that tap the talent and potential of highly motivated young men and women from the greater Newark area.

This year the IPECO served approximately 400 urban students through a broad array of summer, after-school, and Saturday programs. Through a wide variety of teaching strategies including unique course content areas, hands-on experience, focused tutoring and mentoring, and experiential learning activities we are able to enhance the educational experience of low income urban youth. Beyond the academic challenge we present to students, our programs are designed to expose middle and high school students to the college life and socialize them to the expectations high academic achievement.

#### Program Highlights and Services

Saturday Academy. The Saturday Academy served students from the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. Our focus continues to be greater than simply providing SAT preparation. The Saturday Academy has a broad aim of supporting the development of general computational literacy and critical thinking, reading and writing skills. Approximately 116 students participated in the program in fall 2005 and 83 students participated in the program in spring 2006.

Project GRAD (Graduation Achieves Dreams) Summer Institute. Project GRAD-Newark is a whole school reform initiative through the Newark School District designed to raise the academic performance of Newark school students and promote high graduation rates and college attendance. Project GRAD currently operates at Malcolm X. Shabazz and Central High Schools. The four-week 2004 Rutgers-Newark summer program, one of 7 college sites, served 40 rising high school sophomores and juniors from both Malcolm X. Shabazz and Central High Schools.

The 2005 program continued to focus on a theme of Environmental Science. During the four week summer program students took classes in literature, geometry, microbiology and the History of Newark. Students also participated in multiple intelligence activities. The program received counseling support from Rose Bailey-Byers. Students also took field trips to sites in the various physiographic regions within NJ to study flora and fauna within each region.

The Consortium for Pre-College Education in Greater Newark (The Consortium). The Consortium is collaboration among the New Jersey Institute of Technology (NJIT), Rutgers Newark College of Arts &



Sciences, University of Medicine and Dentistry (UMDNJ), the East Orange Public Schools, the Newark Public Schools, and the Irvington Public Schools. The program prepares students in the 7<sup>th</sup> through 12<sup>th</sup> grades for admission to college. The Consortium at Rutgers NCAS primarily serves 11<sup>th</sup> and 12<sup>th</sup> grade students. Working together in an effort to strengthen academic skills, the Consortium provides a variety of pre-college programs for student's grades 7 through 12 that increase their chances for high school graduation and entrance into college.

The NJ GEAR UP is a part of the Consortium. New Jersey GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) offers educational support and assistance to middle and high school students to help them prepare for and enroll in a college or university. NJ GEAR UP builds on existing state funded College Bound programs at Mercer County Community College, New Jersey City University, Rowan University, and the Consortium [New Jersey Institute for Technology (grades 7-12), the University of Medicine and Dentistry of New Jersey (grades 9-10), Rutgers Newark College of Arts and Sciences (grades 11-12)].

Future Business Computer Programmers (FBCP). FBCP is a two week summer program designed to expose students to computer technology. The two-week full day summer program provided approximately 25 students from Newark and South Orange, aged 13 to 17 years, with an opportunity to learn advanced computer technology. They were also exposed to the type of academic skills necessary for computer science college majors. Students learned to write computer programs using C++, develop and graph data, create sales and payroll reports using the Microsoft Office suite. Students were also introduced to the Internet through research projects, including use of electronic mail and how to design and personalize web pages. This is an intensive program, which offers hands-on lab experiences, classroom instruction, workshops and peer group learning. The FBCP receives significant and invaluable campus support from the Office of Campus Communications led by Diane Hill.

**OFFICE OF THE DEAN OF STUDENT AFFAIRS**  
**Connie Wibrowski, Dean of Student Affairs**

**OVERVIEW OF ACTIVITIES AND ACCOMPLISHMENTS**

The Office of the Dean of Student Affairs (ODOSA) provides students, faculty, staff, and interested parties with information on academic services offered to students. It provides student support to assist them in having a successful undergraduate college experience at Rutgers University-Newark campus. ODOSA implements and enforces academic policies and procedures developed by the faculty in the Newark College of Arts and Sciences (NCAS) and University College-Newark (UC-N).

Over the past academic year (2005-2006), ODOSA experienced many changes that affected the underlying structure of the Office. As of October 3, 2005, Dr. Connie R. Wibrowski is the new Dean of Student Affairs. Robert Kurland is the new Associate Dean. When they took office, an initial assessment of the Office was conducted to determine the things that were in place, and the basic needs that had to be met. With this information at hand, priorities were identified and we moved to conceptualize, design, and implement a plan of action. Personnel positions needed to be filled to respond to the office's responsibilities. Associate Dean Robert Kurland, serving as the ODOSA point person, worked closely with the Dean and the Human Resources office to develop the necessary CARFS for the vacant positions. The positions were advertised and qualified candidates were selected.

**ADMINISTRATION**

There were five vacant positions as the new leadership took office, including the assistant to the dean, a student counselor, the unit computer manager, the front desk coordinator, and the office administrative assistant, in addition to the part time receptionist (see Attachment 1: ODOSA Organizational Chart). The Assistant Dean for Freshmen Programs, Phillip Jones, retired, and a well qualified candidate, Laura Ryblewski, was hired.

To-date, all vacant positions have been filled with the exception of one, the office administrative assistant, as the line is frozen due to current University budget restrains. It is expected that this line will be restored as the position is essential to provide clerical and administrative support to the deans of the ODOSA, and the programs we run. The remaining lines were filled as follows: Melissa Thomas, Student Counselor; Mehul Antani, Unit Computer Manager; Rhadisha Drumond, Front Desk Coordinator; and Andrea Alves-Morales, Transcript Evaluator. The promotions were as follows: Eduvina Garach, Assistant to the Dean; Julia Conroy, Student Counselor, and Sharon Hockaday, Student Counselor, Coordinator of the Newark Academic Transition Program. One of our IT positions is vacant, the applications developer recently resigned and we are engaged in a new search, currently conducting interviews of qualified candidates.

Three staff members remained in their same positions from the beginning of the academic year; they are three senior Assistant Deans Elizabeth Taylor, Lydia Rodriguez and Barbara Moore. They each have been at the ODOSA for more than 25 years, they have a wealth of information on the Office's history, and they are cognizant of campus and University's academic policies, procedures, rules and regulations. Newer staff members have brought with them professional knowledge and experience which will serve well the students, the office, the campus and the University. The greatest strength of the office is its personnel. Every professional staff member is very well qualified, extremely hard-working and dedicated to serving the students.

**ENROLLMENT MANAGEMENT**

**TESTING**

ACCUPLACER™, a Computerized Placement Test, was developed by The College Board™ to provide information about students' level of skill and accomplishment in reading, writing, English and mathematics. Rutgers-Newark decided to use ACCUPLACER as the placement exam of choice, and uses the test scores to determine the English, mathematics, and reading courses most appropriate for

freshmen and transfer students who take the test. Professor Lee Mosher, Chair, Mathematics Department, and Professor Jonathan Hall, Acting Director, Writing Program, developed the necessary algorithms that would adapt the ACCUPLACER scores to the standards established by their own departments for class placement. Ms. Julia Conroy was the ODOSA point person for all matters related to the ACCUPLACER testing initiative.

Pilot testing for ACCUPLACER was conducted during the previous year for mathematics. Spring 2006 entering first-year and transfer students piloted the ACCUPLACER Reading Comprehension and Sentence Sense, in addition to WRITEPLACE PLUS (essay). In the spring 2006, 185 students tested using ACCUPLACER and WRITEPLACE PLUS, and 175 students tested using ACCUPLACER-MATH.

In the fall 2006, one thousand two hundred thirty-five (1,235) incoming first-year and transfer students tested using ACCUPLACER and/or WRITEPLACER. Nine hundred three (903) first-year students tested; of those, 696 tested for English and math, and 215 first-year students tested for math only. No students tested for English only. Students whose verbal SAT scores were 550 or better were placed into English 101. Three hundred thirty-two (332) transfer students tested; of those, 196 tested for English and math, 136 tested for English and 131 tested for math.

The Office of the Dean of Student Affairs conducted 12 sessions for placement testing throughout the months of May, June, July and August with two additional late testing sessions in early September. The Fall 2006 testing sessions were as follows:

Testing Date	Students Tested
May 11, 2006	119 First-Year
May 20, 2006	141 First-Year
May 23, 2006	132 First-Year
May 25, 2006	140 First-Year
June 3, 2006	80 Transfer
June 13, 2006	130 First-Year
June 16, 2006	71 Transfer
July 14, 2006	119 First-Year
July 15, 2006	75 Transfer
August 11, 2006	98 Transfer
August 28, 2006	72 First-Year
August 31, 2006	35 First-Year
September 5, 2006	15 First-Year
September 8, 2006	8 Transfer

In order to better manage the ACCUPLACER placement testing and registration process for incoming students, a new web-based Testing/Registration Database was developed for Spring 2006. This new database generates a receipt confirming a student's testing date in addition to a registration date and time for each student. Also, enhancements to the database were completed for the Fall 2006 placement testing cycle allowing for queries and spreadsheets to run directly from the database.

The Office of the Dean of Student Affairs in collaboration with the Office of Information Technology (OIT) updated the College Assessment Research System (CARS) in order to accommodate data (raw scores and placements) retrieved from the ACCUPLACER database. Further updates to CARS, including the English Placement algorithm and the Foreign Language Survey, will be made prior to the Spring 2007 testing cycle.

**REGISTRATION**

The following chart shows the number of new students registered through the Office of the Dean of Student Affairs:

		Spring 2006	Fall 2006	Total
Freshman	NCAS	43	694	737
	UC	9	147	156
Transfer	NCAS	198	413	611
	UC	53	110	163
Total		303	1364	

### **ORIENTATION**

Three Student/Parent Orientation sessions for newly admitted first-year and transfer students were held in the summer 2006. Students were admitted into the Newark College of Arts & Sciences (NCAS), University College (UC), and the Rutgers Business School (RBS), the School of Criminal Justice (SCJ), or the College of Nursing. Orientation sessions were held on the following dates:

❖ Wednesday, August 2, 2006	First-Year Students	8:00 am – 4:30 pm
❖ Wednesday, August 9, 2006	First-Year Students	8:00 am – 4:30 pm
❖ Saturday, August 26, 2006	Transfer Students	8:00 am – 1:00 pm

The number of students who participated in the Orientation was inconsistent with the number of students who registered through the database. There were various reasons for the discrepancy, for example, the weather played a significant impact on August 2, and August 26 orientation days. The other contributing factor for the attendance discrepancy was the time allotted for organizing and marketing the events. Since Dean Phillip Jones retired in late spring, the new dean was not yet in place, and other ODOSA administration members took charge of this event, although a request for volunteers, committee members, and workshop presenters was distributed via email throughout the campus.

<u>Dates</u>	<u># of Registered*</u>	<u># of Attendees*</u>
Wednesday, August 2, 2006	475	275
Wednesday, August 9, 2006	450	225
Saturday, August 26, 2006	235	165

Orientation sessions included a presentation by Monster.com focusing on the integration of all college experiences into a total view of career development; an improvisational skit about relationships, drugs and alcohol, and diversity acted and discussed by peer health educators; a market place of student organizations and campus offices; workshops offering information from recreation to study skills; and fun activities for all. It gave the first year students a chance to establish relationships with the deans, student services representatives, OWLs (Orientation Workshop Leaders), student leaders, and other incoming students. The parents were delighted to attend workshops and tour the campus and residence halls.

### **Orientation Workshop Leaders (OWLs)**

The Office of the Dean of Student Affairs continued its program with the Orientation Workshop Leaders for another academic year. The OWLs were chosen among undergraduate students in good academic standing. Recruitment of OWLs for 2006 – 2007 took place in April and March of 2006. Applicants were interviewed and chosen in May of 2006. In total, there were 25 OWLs hired including two OWL Coordinators. Six of the OWLs were “veteran” or returning and 19 were “rookie” or first-year OWLs.

At the end of May 2006, a mandatory, two-day training was planned and implemented for the OWLs. It was very well attended. The comprehensive training included a mix of ice breakers and team builders, presentations from the directors of various student services departments on the Newark Campus, and workshops presented by staff members from the Office of the Dean of Student Affairs. The workshops offered by the ODOSA staff focused primarily on the department’s calendar events that would be held throughout the summer months. These workshops were designed to assist the OWLs in gaining the skills they would need including; proctoring the ACCUPLACER placement exams, conducting peer-advising, assisting with the registration procedure, and assisting new students and their family members during orientation. The training was extremely rigorous and required hard work from everyone involved. The OWLs were asked to complete individual reflections and participate in group exercises to determine what they considered to be the core values or most important qualities of their team. The four core values

identified and agreed upon for the 2006–2007 OWL team included; communication, respect, integrity, and accountability. At the conclusion of the training the OWLs were successful in acquiring skills, learning campus information, and building a strong team. Many OWLs reported they had a good time in the process!

The OWLs worked in the office over the summer months assisting ODOSA with many events including placement testing, registration, and orientation for both freshman and transfer students. OWLs also spent several days collating and preparing folders in the ODOSA office for registration and orientation. In total, the OWLs were present 41 days over the summer months including 4 days in May, 11 days in June, 9 days in July, 16 days in August, and 1 day in September. Throughout the summer, the OWLs remained a dedicated, committed, friendly, outgoing, professional, and energetic team. There were several times during the summer where last-minute changes were made to departmental events and new dates were added to the summer calendar. The OWLs responded with an enormous amount of flexibility, which made the necessary changes easier to implement.

With a new Freshman Team in the ODOSA, we are looking forward to evaluating the current OWL program and making changes in an effort to make improvements for the 2007 – 2008 academic year. Some of the goals we are currently working on are: earlier OWL recruitment and training, establishing an on-line application process, incorporating yearly themes, increasing OWL involvement with the planning of New Student Orientation, establishing an OWL website, establishing an OWL blackboard site, implementing a recognition system, establishing an OWL email address, and providing the OWLs with leadership development opportunities throughout the academic year. Ms. Melissa Thomas, Student Counselor, was the ODOSA point person for OWL’s coordination since she joined the Office.

**FIRST YEAR SEMINAR**

The “Rutgers Experience” course was offered to a select group of incoming first year students in the fall of 2005. The class was teamed taught by Dean Lydia Rodriguez and Mr. Jason Fredericks, from Residence Life. The Rutgers Experience class provided freshmen with essential information about the academic, social, and personal “survival skills” that contribute to their academic success. The course curriculum provided an opportunity for the students to establish supportive relationships with peers and faculty while assisting them to become a part of the university community. Drawing upon Rutgers and Newark’s rich histories, the students were exposed to lectures from respected professors, field trips, and community service projects. Additionally, the students learned about study strategies, group dynamics, health, wellness, topics of diversity and urban issues.

**TRANSFER EVALUATIONS**

Preparing transfer students for Rutgers-Newark continues to be a priority for our office. Dean Elizabeth Taylor and Ms. Andrea Alves-Morales, the new ODOSA Transfer Evaluator, are members of the transfer team who worked with the transcript evaluation of all Admit/Coming (AC) students as well as many Admitted (AD) students. Ms. Eduvina Garach was the previous Transcript Evaluator before she was promoted to her current position.

The chart below highlights the number of evaluations completed over the last academic year:

<b>Semester of Enrollment</b>	<b>Evaluations Completed (including SCJ)</b>
Fall 2005	549
Spring 2006	318
Fall 2006	559
<b>Total</b>	<b>1426</b>

The transfer team has also become a main contributor to the development of campus electronic systems aimed at helping the students become more aware of their current academic progress toward graduation. The team has been instrumental in the work on the University-wide Degree Navigator as well as the

continued work improving the transcript evaluation course system (TECS) designed to perform automatic transcript evaluations.

## **ACADEMIC ADVISING**

Academic counselors and deans in the Office of the Dean of Student Affairs handled heavy volumes of walk-in student visits as well as appointments. These students presented various academic or personal concerns, and the deans and counselors either helped them to find possible solutions, or referred the students to the appropriate office on campus. See the attached graphs for a breakdown of visits by month (Graph 1) and by reason for visiting the ODOSA (See Graph 2).

The ODOSA advisors worked in collaboration with our general advisors throughout the year to provide outreach and assistance to new and continuing students. They extended guidance and support to assist students in the achievement of personal and academic success at Rutgers-Newark. Academic counselors heightened the student's awareness of available campus and community resources, were available for individual and group advising/counseling sessions, and acted as liaison and facilitators helping the students in their search and achievement of their personal and academic goals. Advisors provided support with efficiency and professionalism. Dean Lydia Rodriguez has been the point person for the coordination of academic advising activities in the ODOSA. This report will enumerate highlights of some of the programs and activities sponsored and hosted by the Office of the Dean of Student Affairs in collaboration with many campus departments.

During the past academic year thousands of students visited the ODOSA seeking assistance or to schedule an appointment for academic advisement or counseling. Our highly experienced and dedicated academic counselors and deans were available for appointments or walk-ins Monday through Friday, including Wednesday evenings. The following is a breakdown of student visits during specific advisement weeks throughout the semester.

Student visits fall, 2005- Late registration & drop/add period:	470
Student contacts/visits – Probation/freshmen week:	634
Student contacts/visits for spring pre-registration:	671
Student visits spring 2006 - Late registration & drop/add period:	705
Student contacts/visits- Probation week/freshman:	335
Student contacts/visits for fall pre-registration:	408

The Office of the Dean of Student Affairs continues to enhance and extend advisor training. Efforts have been made to include all general advisors, EOF advisors, RBS and Criminal Justice advisors, Athletic Department staff, and OWLs. All general advisors, deans, and counselors were cross- trained to adequately advise and answer questions from students attending either NCAS or UC. We brought in a number of people from different offices and departments (e.g. Honors College and Admissions Office among others) to better understand each other's operations.

## **PROBATION AND DISMISSAL STUDENTS**

### ***PROBATION***

Six Academic Probation Workshops designed to reach the high risk students who were on probation and in the "Dismissal" range were presented during fall 2005 with participation of approximately 15-20 students. In spring 2006, a total of 4 workshops were presented with a participation of approximately 10 students per session. Students who are on Academic Probation are mandated to attend one of these sessions. Attendance to the workshops is monitored with the use of a student database. This process allows us to track the academic progress of the student and compile statistics that will show the effectiveness of the workshops. Since attendance to the workshops is not as high as it is expected, we are proposing the development of Power Point presentations that will be accessible through the ODOSA website. Dean Barbara Moore has been the point person for the delivery of student workshops.

## **DISMISSAL**

The Office of the Dean of Student Affairs identified students whose academic achievement was poor and who met the Rutgers-Newark guidelines for academic dismissal. Certified letters were sent to all dismissed students. Students who wished to appeal their dismissal did so through a formal request presented to the Scholastic Standing Committee (SSC). ODOSA offers guidance and suggestions to the SSC. We reviewed 22 appeals for the fall of 2005, 13 appeals for the spring of 2006, and 25 appeals for the fall of 2006. We had reinstated, on contract, 11 students for the fall of 2005, 3 for the spring of 2006, and 10 for the fall of 2006. We have additionally looked to the Scholastic Standing Committee to further utilize their expertise and judgment to assist us with reviewing various additional student situations and academic policies as they come up in the office.

## **NEWARK ACADEMIC TRANSITIONS PROGRAM- (NATP)**

The Newark Academic Transition Program is a first-year enrichment program designed to ease all aspects of transition from high school to post secondary education for first-year University College students. This program was coordinated by Ms. Sharon Hockaday, Student Counselor in the Office of the Dean of Student Affairs.

The program was extremely successful in this, its first year.

<b>PROFILE OF 2005 – 2006 COHORT</b>			
Number of Students <b>ACCEPTED</b> for 2005-06:		136	
Number of Students <b>ENROLLED</b> for 2005-06:		115	85%
Number of Students received <b>Academic Services</b> :		113	98%
Number of Students <b>WITHDREW</b> (during 05-06):		4	2%
Number of Students <b>SUSPENDED</b> (during 05-06):		1	
Number of Student <b>REGISTERED</b> @ RU for Fall 2006		105	91%
Number of Students <b>TRANSFERRED</b> to Schools 21/61/01		21	18%
<b>GENDER:</b>	Male	72	63%
	Female	43	37%
<b>Housing Status:</b>	Commute	82	71%
	Residential	33	29%
<b>Mean SAT Score:</b>	Verbal	472	
	Mathematics	582	
<b>Intended Majors:</b>	Undecided/Unknown	46	41%
	Pre-Business	31	27%
	Biology	11	10%
	Engineering	5	4%
	Psychology	5	4%
	Criminal Justice	3	3%
	Nursing	3	3%
	Pharmacy	3	3%
	History	2	2%
	Mathematics	2	2%
	Other		1%
<b>SERVICES PROVIDED to 2005 – 06 COHORT</b>			
Students attended <b>Freshmen Orientation</b>		25	22%
Students received <b>individualized advising</b>		113	98%
Students who <b>add/drop</b> courses after advising:	Fall	35	30%
	Spring	36	31%
Students attended <b>Study Skills Workshop</b> :	Fall	15	13%

Grade Point Average:

The following table represents the term grade point averages and cumulative grade point averages for the registered students.

	FALL 2005 TERM		SPRING 2006 TERM		CUMULATIVE	
<b>Below 2:000</b>	35	31%	31	27%	34	29%
<b>2.000 – 2.499</b>	21	19%	27	24%	25	22%
<b>2.500 – 2.999</b>	25	22%	23	20%	24	21%
<b>3.000 &amp; Above</b>	31	28%	29	25%	32	28%
<b># of Students Reg.</b>	112		110		115	
<b># of Student WD</b>			4	4%		

End of Year Review:

# of NATP Students REGISTERED during the Fall 05 and Spring 06 year	115	
# of Students Registered @ Rutgers University (all campuses) for FALL 2006	105	91%
# of Students REGISTERED as NATP Students for FALL 2006	84	73%
# of NATP Students TRANSFERRED to Schools 21/61/01 for FALL 2006	21	18%
# of NATP Students COMPLETED English/Math requirements as of SPR 06	18	17%
# of REGISTERED NATP Student who <b>will complete</b> requirements as FALL 06	21	
# of REGISTERED NATP Students on Academic Probation for Fall 2006	26	31%

**JUDICIAL AFFAIRS**

The Office of the Dean of Student Affairs continues to collaborate with the Office of Judicial Affairs and the Judicial Officers in the New Brunswick colleges as a member of the Committee on Student Conduct. Dean Lydia Rodriguez is the Judicial Affairs Coordinator for the Newark Campus. She attended a four-day conference of the Association of Student Judicial Affairs in February, 2006 and participated in various training sessions in Newark and New Brunswick. Future initiatives in the judicial affairs area include plans to offer mandatory workshops and require participation in community service projects for Newark students charged with plagiarism.

The following is a summary of cases adjudicated during the past academic year:

<b>Summer 2005 – 2 Judicial cases</b>			
<u>Warning</u>	<u>Probation</u>	<u>Suspension</u>	<u>Dismissed Charges</u>
	2 – Academic Integrity		

<b>Fall 2005 – 30 judicial cases</b>			
<u>Warning</u>	<u>Probation</u>	<u>Suspension</u>	<u>Dismissed Charges</u>
3 – Academic Integrity	13 – Academic Integrity	8 – disorderly conduct or alcohol	5 – Academic Integrity

<b>Spring 2006 - 32 judicial cases</b>				
<u>Warning</u>	<u>Probation</u>	<u>Suspension</u>	<u>Expulsion</u>	<u>Dismissed Charges</u>
1 – Academic Integrity	17 - Academic Integrity	1 - Academic Integrity	4 - Academic Integrity (level 4)	3 – Academic Integrity
1 – Violation of University Policy	3 - disorderly conduct or alcohol	1 - Forgery		
	1 – Violation of University Policy			
<i>7 cases pending</i>				



<b>Summer 2006 – 8 Judicial cases</b>			
<u>Warning</u>	<u>Probation</u>	<u>Suspension</u>	<u>Dismissed Charges</u>
3 - Violation of University Policy	3 - Academic Integrity	1 – False Information	1 – Disorderly Conduct

## **GRADUATION**

Graduation continues to be one of the primary responsibilities of the Office of the Dean of Student Affairs in both the certification process and the planning and implementation of the FASN Commencement Ceremony. The data following will support the aforementioned;

A total of 1136 student graduated from Rutgers University with an NCAS/UC degree (including RBS and SCJ).

- October 2005 graduation. There were 175 candidates to signup with 159 graduating reflecting approx. 90% ( CJ=25, RBS=60, and NCAS/UC =74 )
- January 2006 graduation. There were 255 candidates to signup with 238 graduating reflecting approx. 93% ( CJ=25, RBS=121, and NCAS/UC=92 )
- May 2006 graduation. There were 858 candidates to signup with 744 graduating reflecting approx. 86% ( CJ=97, RBS=260, and NCAS/UC=387 )

In preparation for graduation, there were 13 scheduled {Fall 2005 (8) and Spring 2006 (5)} Junior Seminar Workshops designed to adequately prepare graduation candidates for their “Senior” year. The attendance, publicity and marketing of this endeavor continues to be a challenge, therefore ODOSA will plan to develop a power point presentation to be accessible through the website in order to facilitate student access and monitoring.

The 13 Senior Graduation Workshops scheduled {Fall, 05 (8) and Spring 2006 (5)} were more popular. Dean Barbara Moore is the ODOSA point person for graduation certification and student workshops.

These workshops provide the necessary interaction between the presenter and the audience. Considering the amount of graduation information on line, individual appointments and attendance at these workshops, it is anticipated that students are well informed of graduation expectations. Workshops continue to be associated with the Office of the Dean of Student Affairs.

More definition must be given to the development and programming of the Graduation Tracker, which is now an invaluable tool. A continuity of applications must be archived and made available to the computing unit responsible for this area.

## **COMMENCEMENT AND SENIOR AWARDS**

### ***COMMENCEMENT CEREMONY***

The 2006 Commencement Convocation for the Newark College of Arts and Sciences and University College of Rutgers University -Newark campus was held on Thursday, May 18, 2006 at 4:00 pm in the Golden Dome Athletic Center with 458 of the 659 eligible graduation candidates participating in the ceremony. The School of Criminal Justice graduation candidates did not participate in the ceremony. For the first time, the School of Criminal Justice had their own separate ceremony on Wednesday, May 17, 2006 at 10:00 am. The NCAS/UC ceremony was moved inside due to predicted thunder and lightning storms for the first time in a number of years. Students and family members could not gain entrance without the color-coded rain admission ticket. The remaining family members without admission tickets were allowed into the “standing room only” section of the Golden Dome.

## **SENIOR AWARDS**

The 2006 Senior Awards Ceremony and Dinner held on Tuesday, May 16, 2006 was received warmly by faculty, parents, and students. The ceremony began with Ms. Sharon Hockaday, Mistress of Ceremony, welcoming everyone to the event. Dr. Connie Wibrowski, Dean of Student Affairs, offered welcoming remarks to the award recipients, faculty, staff, and families. The ceremony followed with the inductees of Alpha Sigma Lambda receiving certificates from Adriana Alfonso, President of The Rutgers/Newark Chapter and Dean Barbara Moore, National Councilor for the chapter. Dinner was served after the induction ceremony and before the academic departments presented their awards. The ceremony concluded with closing remarks from Dean Wibrowski around 9:00 pm.

There were four (4) additional presentations during the evening. The Phi Alpha Theta, National History Fraternity inducted seven (7) members into the association. The other three (3) presentations were historically from the Department of Student Life & Leadership Award Ceremony. The James Dickson Carr Scholars award was given to 14 graduating seniors in recognition of being "Carr Scholars". The Department of Health Promotion wanted to recognize graduating seniors who served as student leaders in the Department of Health Services and served as health advocates throughout the campus. Dean Lydia Rodriguez distributed plaques to the Orientation Workshop Leaders who assisted the staff in the Office of the Dean of Student Affairs.

There were twenty-three (23) academic departments, four (4) organizations, and seven (7) student awards presented by faculty, staff, and department chairpersons representing. There were 209 (83%) of the 250 invited guests who attended the ceremony. Each award recipient had an average of two (2) family members attending the ceremony.

Ms. Sharon Hockaday was the appointed coordinator for both events: the Commencement Ceremony and the Senior Awards dinner.

## **INFORMATION TECHNOLOGY**

This year was a challenging year for the IT Team. Between staff turnover and server crashes, the Office of the Dean of Student Affairs had much on its hands. We eliminated the Assistant Director of IT position and instead outsourced our server control to CSNET. Mr. Silas Clark was the Applications Developer for the past year, but he resigned as of end of spring term 2006, and the position is currently vacant. We have also hired a new Unit Computing Manager, Mr. Mehul Antani, and are currently seeking a new Application Developer.

With the crashing of the server before the new administration took office, we asked CSNET to evaluate our office IT needs and make recommendations as necessary. Since all the deans had equipment that was not only faulty and outdated, but was not outfitted for the required handling of large databases, we updated the equipment as necessary, and strategically rotated older, slower computers to make them available for lower-end users (i.e. front desk accessibility and occasional student use).

The IT team was also heavily involved with a number of new technology initiatives, and was critical in the management of the new ACCUPLACER testing. For example, a sign in and testing database was created. During the academic year 2005-2006, the Information Technology Unit in the Office of the Dean of Student Affairs encountered significant changes in personnel as well as the services offered to the members of the University. The following are the changes made to the different areas.

### **Personnel:**

The position of Assistant Director of IT was eliminated. We outsourced our server control to CSNET, while the Associate Dean was asked to supervise the IT Team. One of the Application Developer positions was changed into a Unit Computing Manager position.

**Equipment:**

The IT Unit upgraded the servers, desktops, and laptops for the Office of the Dean of Student Affairs. The servers host our various databases and also act as our email server and calendar sharing server. The management of these servers was outsourced to CSNET. Also, in order to help with the Registration, Orientation, and Testing, twelve new laptops were purchased. There were a total of five desktops, twelve laptops and three PDA's purchased.

The IT-Unit has also undertaken the development and implementation of the new website for the Office of the Dean of Student Affairs. The new website will be targeted at the students, staff, and faculty of Rutgers-Newark, and other interested parties providing them with up-to-date and accurate information. In order to keep track of all equipment coming in and out of the offices, for use on different campus-wide activities such as orientation, registration, Open House and others, the IT-Unit created an equipment tracking system which helps to eliminate equipment loss. Mr. Antani developed the system and has been actively involved in the process under the direction and in close collaboration with Dean Robert Kurland.

**Applications:**

Several new applications were created over the course of the year. First was the re-vamping of the Graduation Tracker, an application that aids in the graduation process. This was reprogrammed from an Access-based application to a web-based application. Next was the development of the Testing Database which not only handles testing for incoming students, but it helps in their registration, orientation, and placement. Next was the creation of the Probation/Dismissal Database. Last were the online sign-up applications for a variety of student workshops. In addition, a great deal of effort was placed into the Degree Navigator, the new student audit system that will replace the Academic Audit.

**Training:**

Outlook Mailing Software training for the staff members was held in collaboration with the Office of Information Technology. The users were taught the various ways to maintain and organize their email accounts.

**STAFF DEVELOPMENT**

- ✚ *Dr. Connie R. Wibrowski* attended the American Psychological Association (APA) national meeting. She also attended the American Educational Research Association (AERA) national convention, where she presented a research paper on the "Effects of the Educational Opportunity Fund (EOF) program on Self-Regulated Learning and Academic Achievement." This research was conducted in collaboration with Dr. Anastasia Kitsantas, Associate Professor in the Educational Psychology Program at George Mason University.
- ✚ *Dean Robert Kurland* attended training and obtained certification on the Rutgers Leadership Development, through the Center for Management Development.
- ✚ *Dean Lydia Rodriguez* attended the National Student Judicial Affairs Conference and Regional Academic Advising Conference.
- ✚ *Dean Liz Taylor* attended continuous training and support sessions for the updating of Degree Navigator. She continuously acquires new information for the updating of NJ Transfer.
- ✚ *Ms. Julie Conroy* has kept abreast of developments in ACCUPLACER, and brought her understanding and newly acquired expertise in the area for the implementation of changes in placement testing at ODOSA.
- ✚ *Ms. Edivina Garach* attended training and obtained certification on the following topics: Supervisor Development Certificate Program (Modules I, II, III, IV & V), OFIS Workshop, Preventing Workplace Harassment, Purchasing Workshop, Entering into Contractual Agreements, Applicant Tracking System.

- ✚ Several staff members attended the University-wide Student Affairs Conference.

## **PROJECTIONS**

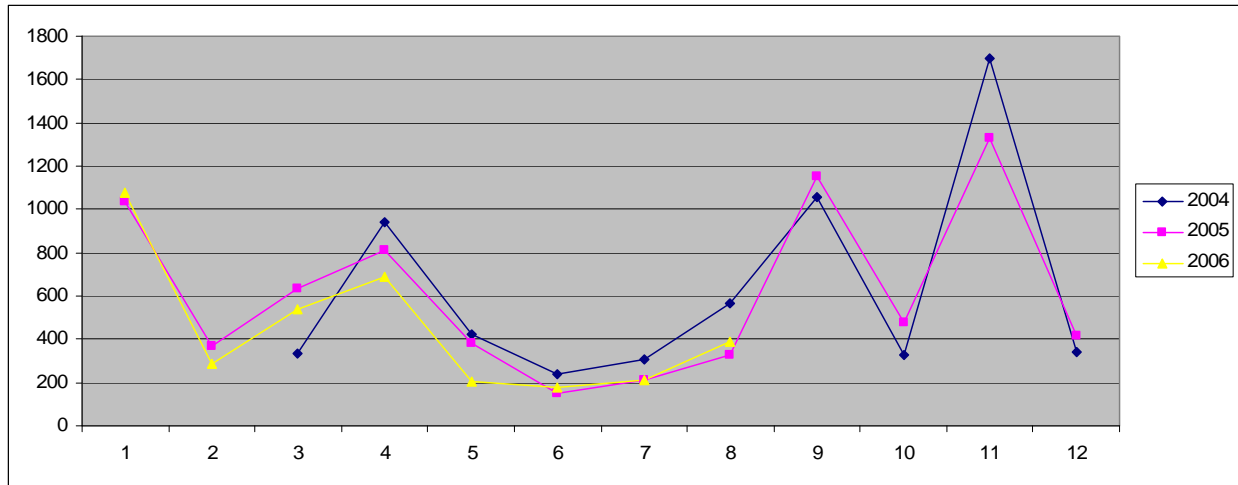
The Office of the Dean of Student Affairs proposes to engage in 'Strategic Planning'. To that end, an ODOSA Deans retreat that will launch these efforts will be planned for the spring 2007.

Several ideas are being discussed among ODOSA's members to address the following needs:

- Increase faculty engagement and participation in the students' academic advising process.
- Increase students' engagement and participation in workshops offered by ODOSA.
- Strengthen communication and collaboration between ODOSA and academic departments.
- Strengthen information and collaboration between ODOSA and the Honors College.
- Strengthen communication and collaboration between ODOSA and other administrative offices on campus.
- Strengthen communication and collaboration between ODOSA and professional schools on campus.
- Improve efficiency and effectiveness of the student academic advisement process.
- Facilitate students' understanding of their academic progress, with the implementation and use of Degree Navigator.
- Facilitate the students' transfer process.
- Redesign and revamp the student orientation and registration process.

The Office of the Dean of Student Affairs will continue to work on current and newly developed projects to ensure their successful implementation. We are also determined to continue the research and implementation of best practices in academic advising.

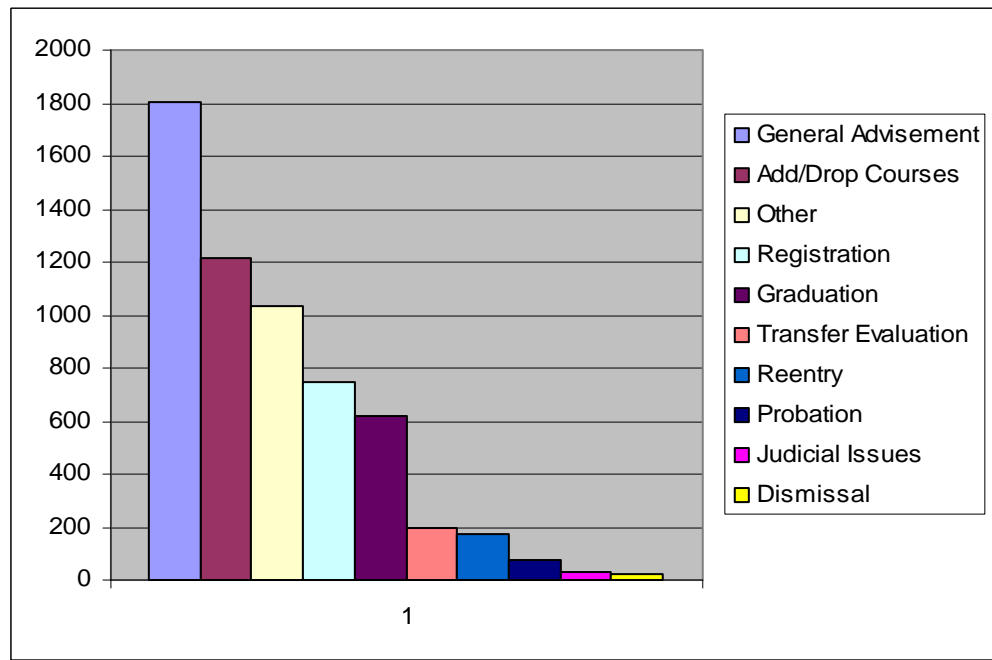
**Graph 1**  
**Log of Student Visits**



Month

**Graph 2**

**Documented Reasons for visiting the Dean of Student Affairs Office**



## STUDENT LIFE

In the area of student life, NCAS and UCN students receive service from five different offices. As reported elsewhere in this Annual Report, the FASN Office of Student Affairs provides a wide array of valuable support for both NCAS and UCN students. Four other student life offices, under the jurisdiction of the Vice Provost for Student and Community Affairs, help to structure the cultural, social, and intellectual life of the Newark campus, a function which is significantly complemented by the extra-curricular endeavors of our academic departments. These offices, which service students from all the schools on campus, are the Office of Student Programs and Activities, the Office of Residence Life, the Office of Student Activities and the Department of Intercollegiate Athletics and Recreation. Detailed reports of their activities are available from the Office of Provost.

## FACULTY

### **Allocation of Faculty Lines**

Table 8 presents a five year report of allocation of IDR faculty lines. Table 8 notes that in AY 1999 – 2000 the Departments of Academic Foundations and Education merged with Academic Foundation Faculty allocated to Education. This combined department is now called the Department of Urban Education. For 2005-2006, FASN constituted a total of 267.62. This total includes line weights for teaching assistantship positions allocated to FASN for distribution to departments as well as line weight for part-time lecturers. In analyzing Table 9, it should be noted that many if not most departments receive additional allocations from the FASN General account (“the Dean’s Reserve”) to provide teaching resources as circumstances warrant. In most cases these additional allocations consist of line weight for appointment of part-time lecturers.

### **New Faculty: 2005-2006 and 2006-2007**

Twenty new colleagues were appointed as full-time members of the Faculty in 2005 – 2006. In AY 2006–2007 hiring activities continued to invigorate the faculty and its departments with a further addition of nine new full-time appointments. Listed below are the new full time members of the faculty for 2005-2006 and 2006-2007.

### **AY 2005-2006**

Jayne Anne Phillips	English	Professor
Carolyne White	Urban Education	Professor and Chair
Nihal Altan-Bonnet	Biological Sciences	Assistant Professor
Mauricio Delgado	Psychology	Assistant Professor
Kyle Farmbry	Public Administration	Assistant Professor
Yuan Gao	Earth and Environmental Science	Assistant Professor
Bart Krekelberg	Center for Molecular and Behavioral Neuroscience	Assistant Professor
Carmen Kynard	Urban Education	Assistant Professor
Sara Michael-Luna	Urban Education	Assistant Professor
Genese Marie Sodikoff	Sociology and Anthropology	Assistant Professor
Mariana Spatareanu	Economics	Assistant Professor
Eileen Sullivan	Political Science	Assistant Professor
David Freund	History	Assistant Instructor
Nick Kline	Visual and Performing Arts	Assistant Instructor
Nela Navarro-LaPointe	Classical and Modern Languages and Literatures	Assistant Instructor
Jason McGraw	African American Studies and History	Assistant Instructor
Connie Murray	Political Science	Assistant Instructor
Robert Saunders	Political Science	Assistant Instructor
Natalie Sebanz	Psychology	Assistant Instructor
Jonathan Szura	Psychology	Assistant Instructor

**AY 2006-2007**

Heidi Swart	Political Science	Assistant Professor
Keesha Middlemass	Political Science	Assistant Professor
Niha Alton-Bonnet	Biological Sciences	Assistant Professor
Paul Boxer	Psychology	Assistant Professor
Mauricio Delgado	Psychology	Assistant Professor
Natalie Sebanz	Psychology	Assistant Professor
Todd Stevens	History	Assistant Professor
Annette Gordon-Reed	History	Professor
Damian Martinez	Social Work and Criminal Justice	Assistant Professor

**Distribution of Faculty by Rank, Gender and Race**

Table 9 indicates the distribution of faculty by rank and the number and percentage of tenured members of FASN departments. For FASN as a whole, 63% of full-time faculty were tenured in 2005 – 2006 maintaining the same percentage as the previous year.

Table 10 reports the distribution of faculty by gender and then by racial/ethnic categories.

**Hiring Activity**

As previously indicated under the rubric of “New Faculty,” FASN hired twenty full-time appointments for AY 2005-2006.

**Office of Research and Sponsored Programs - Comparative Summary of Awards by FASN Units, July 1, 2005 – June 30, 2006**

Our faculty received grants totaling \$13,293,020 in FY 2005-2006. A summary of FASN grants are as follows.

	<b>Number of Awards</b>	<b>Total Award Amount</b>
<b>Center for Molecular and Behavioral Neuroscience</b>	23	\$3,924,593
<b>Biological Sciences</b>	13	\$2,312,568
<b>Earth &amp; Environmental Sciences</b>	12	\$1,663,629
<b>Chemistry</b>	14	\$1,477,492
<b>Physics</b>	5	\$876,888
<b>Public Administration</b>	7	\$670,065
<b>Academic Foundations</b>	6	\$654,513
<b>Urban Education</b>	8	\$651,968
<b>Psychology</b>	5	\$458,636
<b>Math &amp; Computer Sciences</b>	4	\$440,668
<b>FASN Dean’s Office</b>	1	\$150,000
<b>Honors College</b>	1	\$12,000
<b>TOTAL</b>	<b>99</b>	<b>\$13,293,020</b>

## **EDUCATIONAL PROGRAM**

### **New Courses**

During the AY 2005-2006 the faculty approved new courses in Classical & Modern Languages and Literatures, Economics, English, History, Political Science, Psychology, Visual and Performing Arts.

The faculty approved the addition of new winter session courses in Classical & Modern Languages & Literatures, Economics, Mathematics and Computer Science, Philosophy, Political Science, Psychology, Sociology and Anthropology, Urban Education, Visual and Performing Arts and the Women's Studies program.

### **Change of Course Number, Title and Credits**

During the year the faculty approved changes of course number, title and/or credits for courses in Biological Sciences, Classical and Modern Languages and Literatures, English, History, Political Science, and Psychology,

### **Change of Subject**

At its meeting of November 2, 2005 the faculty approved changing the subject code of 12 Academic Foundations Courses to Urban Education.

### **Other Changes**

At its meeting of February 1, 2006, the faculty endorsed the proposal of the Graduate Department of Public Administration for the establishment of the School of Public Affairs and Administration. The School of Public Affairs and Administration was then established in June 2006.

### **Change in Curriculum**

At the meeting of November 2, 2005, the faculty approved the Department of Visual and Performing Arts proposal to change its curriculum from one focusing exclusively on skill specific arts and journalism education to a course of study combining an integrated sequence of classes with discipline-based majors in arts and media studies. The change includes a department name change to the Department of Arts, Culture and Media, change in subject numbers to an 800 sequence, a new major in Video Production, a change in major from Journalism and its Television counterpart to Media Studies and a change in program name from Theater Arts and Speech to Theater Arts.

### **External Reviews**

No external reviews of departments took place in AY 2005-2006.

### **Student Evaluations**

#### **Teaching:**

In 2005-2006 the Center for the Advancement of Teaching (CAT) continued its practice of administering the in-class questionnaire program by means of which students evaluate the teaching of their instructors. In addition to the standard form used by the CAT, departments frequently add discipline specific items to the questionnaire to help focus on teaching techniques or curriculum matters requiring improvement.

#### **Senior Survey:**

Each year the Dean's Office measures student perceptions of campus services and programs to gain a feel for which operations are working well and which need improvement. In order to efficiently capture as many opinions as possible, all seniors wishing to attend commencement in May are required to complete a survey. This procedure most likely undercounts seniors who graduate in October and January. The Business School also administers its own survey to seniors.

The survey has three parts. First, on a scale of 5 (=excellent) to 1 (=very poor) seniors rate various aspects of the campus. A summary of their responses can be found in Table 14. Next, seniors were asked whether they would or would not recommend Rutgers-Newark to family and friends, and their responses are also summarized in Table 14. Finally, the survey asked for narrative comments on what



graduates consider most valuable in their college experience and what they would like to see improved at Rutgers-Newark.

Since the FASN Dean's Office regards the Senior Survey as potentially useful to all of the campus' administrative and student support units, the Associate Dean for Administration regularly solicits recommendations for ways to improve and refine the survey. In response to requests from the Rutgers Business School (RBS) for a summary of the response of RBS students and in response to interest within the FASN Dean's Office as to whether or not the perceptions of NCAS and UCN students enrolled in RBS differed from those not so enrolled, the 2006 Senior Survey reports on these moieties separately. Upon request, the Dean's Office distributes the results of the Senior Survey and/or the narrative comments to interested offices and units on campus.

As indicated in Tables 14A and B, the six highest percentages of positive ratings by NCAS graduating seniors in May 2006 were:

<b><u>NCAS excluding RBS</u></b>		<b><u>NCAS seniors enrolled in RBS</u></b>	
Dana Library	87%	Golden Dome Athletic Facilities	69%
Golden Dome Athletic Facilities	86%	E-mail and Student Computer Account Services	65%
E-mail and Student Computer Account Services	84%	Open Access Computer Labs	65%
Career Development Center	83%	Career Development Center	63%
Student Health Services	81%	Dana Library	63%
Open Access to Computer Labs	80%	Variety of Majors	63%

As shown in Tables 14C and D, University College graduates gave highest ranking to the following:

<b><u>UCN excluding RBS</u></b>		<b><u>UCN seniors enrolled in RBS</u></b>	
Dana Library	78%	Residence Halls	100%
Disabled Student Services	78%	Career Development Center	89%
Golden Dome Athletic Center Facilities	77%	Dana Library	88%
E-mail and Student Computer Account Services	74%	Student Health Services	80%
Student Health Services	73%	Financial Aid	78%
Golden Dome Programs	72%	Registration Procedures	77%

The question "would you recommend Rutgers-Newark?" drew 1079 responses of which 978 or 91% were positive. In order of the highest positive responses to this question, the schools lined up as follows:

UCN seniors excluding in Business School	97%
UCN seniors enrolled Business School	94%
NCAS seniors enrolled in Business School	90%
NCAS seniors excluding Business School	89%

### **Degrees Awarded**

The number of degrees conferred by NCAS and UCN in 2005-2006 compared to the previous seven years is shown in Table 11A. These figures include graduates majoring in the business areas whose degree was awarded jointly by either NCAS or UCN and the Business School. Compared to the previous year, in 2005-2006, NCAS awarded 27 less BAs, and 100 more BSs, and 7 less BFAs for a total of 907 degrees. UCN awarded 233 degrees in 2005-2006, 34 more degrees than the previous year.

Table 11B provides a breakdown of degrees conferred by NCAS broken down by major. Table 11B also indicates first and second curricula for October, January and May graduation dates. Table 11C does the same for UCN.

In 2005-2006, the top six majors (first and second curricula combined) of graduating seniors at NCAS and UCN were as follows.

<b><u>NCAS</u></b>		<b><u>UCN</u></b>	
Psychology	114	Psychology	25
Biology	95	Sociology	19
Sociology	53	Social Work	18
Political Science	39	Economics	14
Economics	34	Information Systems	8
English	33	Computer Science	6
		Political Science	6

The top degrees conferred by department are as follows:

<b><u>NCAS</u></b>		<b><u>UCN</u></b>	
Biology	124	Psychology	25
Psychology	114	Sociology & Anthropology	19
Sociology & Anthropology	61	Social Work	18
Mathematics & Computer Science	55	Economics	14
Visual & Performing Arts	48	Mathematics & Computer Science	14
Political Science	39	Political Science	6

### **Number of Majors in Each Subject**

Table 12 lists the number of students in each major at NCAS and UCN as tabulated by the Registrar. Although not offered by the FASN, majors offered by the Rutgers Business School are included for comparative purposes and because they are open to qualified NCAS and UCN students. As has been the case for the past seven reports, we have attempted to bring the Registrar's numbers into greater symmetry with those maintained by the departments by utilizing the Registrar's figures for Spring rather than Fall semester. Although inaccuracies intrinsic to the Registrar's system of recording majors renders Table 12 approximate (e.g., majors which are not available to UC students, such as Biology, are recorded by the Registrar), the figures are useful for charting the interests of our students and can help serve as a guide to departments in their curriculum planning. As a reading of departmental reports contained in the following section of this publication demonstrates, department records of majors frequently differ from the numbers maintained by the Registrar. Tables 11B and 11C showing bachelor degrees conferred by major offer a useful guide to an understanding of which majors reported in Table 14 are completed and for checking on trends.

As Table 12 indicates, for 2005-2006 the most popular declared majors as determined by combining NCAS and UCN numbers excluding Rutgers Business School and the School of Criminal Justice are Biology (319); Psychology (261); English (152); Political Science (119); Social Work (116); Sociology (95) and History (93).

### **Distribution of Grades**

A multi-decade comparison of the percentage distribution of grades at NCAS and UCN can be found in Table 13. The category of "other" grades refers to non-reported grades and incompletes. Table 13 reveals very little change in the percentage distribution of grades at NCAS and UCN between Spring 2004 and Spring 2005 and very little difference between the two schools with respect to passing and failing grades. A comparison of the percentage distribution of grades at NCAS in 1968 versus 2005, indicates the extent to which the grades of A and "other" have gained greater currency in the past 35 years. Compared to the total university percentage distribution of grades, NCAS and UCN stand out for their low percentage of A grades and high percentage of other grades.

## RESOURCES & SERVICES

### **CAREER DEVELOPMENT CENTER** **Thomas J. Hopkins, Assistant Dean and Director**

The Career Development Center of Rutgers University-Newark continues to effectively handle the responsibilities and challenges of its “dual mission statement,” delivering to both students and alumni all-inclusive career counseling support as well as essential internship and career placement assistance. The employment markets of the past several years require that our clients have access to professional career counseling personnel as well as the supporting technology that is now a fundamental building block to both the career decision-making, and search processes. These days, the ability to deliver both is indeed the benchmark of an effective and successful, “full-service” career center.

Surveys from noted publications, such as the “Student Affairs Today Newsletter,” have reported that college parents have consistently rated the presence of career services high in their concerns as higher education consumers. Irrefutably, students with more clearly defined career (and life) goals engage in their undergraduate education with greater seriousness and the accessibility of an established career development and placement program also has positive implications towards improved academic retention and for enhanced relations with alumni (not to mention, corporate entities).

The R-N Career Development Center features an expert staff of Master’s level career counselors highly skilled in vocational test interpretation and career counseling theory and practices. Moreover, we maintain the latest technology to deliver career counseling and placement support services to both the students and alumni of the Newark campus. “Users” benefit from the capacity to access departmental information as well as recruitment resources via the worldwide web, at all times. Our exclusive web site located at <http://cdc.newark.rutgers.edu> comprises comprehensive information concerning the Career Development Center’s services, relevant updates pertaining to present-day employment market trends, and direct “links” to our interactive employer recruitment network. Through these links, our clients may access information for both internship and professional employment placement.

Individual, face-to-face career counseling remains the focal point of the Center’s counseling mission and is a key component of academic and subsequent job search success. During the 2004/5 academic year, CDC career counselors conducted **971** individualized **career counseling** appointments. Another **1,574** students utilized the Center’s weekly Walk-In periods. To further optimize outreach to the growing RU-N student community, group sessions are strategically scheduled and **2,306** students took advantage of these offerings. A grand total of **4,851** clients received assistance and support through either individualized sessions or group configurations encompassing workshops, career conferences, and other special activities. Our ostensibly ever-changing employment market has certainly been a source of significant concern for student and alumni candidates alike. Forward-looking students/alumni sought support services from the Center in large numbers for the fourth straight year.

The strategic importance of “Internships” remains evident. It is an important module within career services and a pivotal part of successful entry to many different industries and career paths. The CDC is excited to continue in its role as the principal ‘clearinghouse’ for internships/experiential learning opportunities for Rutgers-Newark students. Our employer database boasts an infrastructure of more than 7,000 employers who uniformly post internship positions for R-N candidates. Internship development remained brisk with more than **5,000** internships posted to our exclusive web links over the past academic year. Our strength in this area is unmistakably important. Each year significant numbers of R-N students successfully obtain intern positions as exhibited by the listing of “success stories” we compile at the conclusion of each academic year. With substantial numbers of employers viewing internship experience as one of the more reliable measures of a candidate’s overall preparedness, perpetuation of established CDC internship relationships, programs, and development and expansion of “new” internship resources can only serve to bolster our students’ capabilities to compete and succeed.

Over and above our recognized internship expertise, 2005/06 saw the continuance of the Center’s involvement in managing the Rutgers-Newark Citizenship and Service Education Program, otherwise

known as CASE. This program combines community service with academic study to meet the needs of area community agencies/programs while providing a bona fide experiential learning experience to the student participants. The Center successfully engaged 29 "community partners" and total of 49 students participated during the 2005/6 academic year with **86%** (or 42) successfully completing their 40 hours of service learning. These numbers are consistent with those seen over recent years.

The 2005/6 recruiting season saw sound increases in college recruiting activities nationwide and many R-N undergraduates successfully competed for and acquired career opportunities with various corporate, government, and not-for-profit organizations. Sixty employers (60) participated in the annual **On-Campus Recruitment Program** and four hundred fifty (450) attended **Career Fair events** conducted / sponsored by the Career Development Center. A total of **3,492** candidates partook in these opportunities to "network" directly with the employer representatives involved. In addition to those employers who visited the Newark campus, our "on-line listings" web links posted more than **12,000** internship and employment opportunities. These numbers substantiate that the Career Development Center continues to perform as a first-class resource for 'employment leads' of all types, on a consistent basis from one year to the next.

Rounding out our full-service commitment are support services for those pursuing admission to graduate/professional school programs as part of their career preparation. The Center's "on-line" Credentials File Service continues to grow. Our career counselors consult with scores of undergraduate students and returning alumni on the composition of their requisite personal statements. We maintain an ample supply of graduate test registration materials as well as test preparation information for our users' convenience. Lastly, our co-sponsorship of the 23<sup>rd</sup> Annual Law School Admission's Day, in conjunction with Montclair State University, and our hosting of our own 8<sup>th</sup> annual Career Development Graduate/Professional School Fair brought (72) Law School and Graduate School admissions representatives to campus in October 2005.

Furnishing students and alumni with credible career counseling assistance while disseminating verified employment leads AND "teaching" the strategies and techniques vital to successful, self-directed career explorations are fundamental components of today's university Career Services offices.

**PROGRAM IN AMERICAN LANGUAGE STUDIES**  
**Mary Kobylanski Moya, Director**

Intensive ESL Courses

Below are the enrollment figures for PALS/ESL intensive program. The numbers demonstrate that the world of international education is still very unpredictable. Session 1, with just 43 students, was the lowest enrollment PALS experienced in years. The next three sessions returned to a more normal number. And then, PALS ended the year with a jump to 92 students. With such fluctuations, planning becomes more of an art than a science and long-range planning requires the ability to adjust immediately to a new situation.

Session 1 (June 8)	43 students
Session 2 (September 1)	75 students
Session 3 (October 31)	70 students
Session 4 (January 18)	79 students
Session 5 (March 20)	92 students

Even so, PALS conducted all 5 intensive sessions although individual courses may have been combined or cancelled. As a totally self-supporting unit, the enrollment is continuously monitored to ensure adequate funding for course offerings and all services. Because of fiscal vigilance, PALS was able to invest in a major improvement in the PALS computer lab. The replacement of the 16 computers in the lab was the first upgrade in over four years. Besides being necessary to keep pace with the new ESL software, this was done in anticipation of implementing Blackboard Course Management System for the intensive program.

Two new additions to the PALS student population come from the Archdiocese of Newark and from the New Jersey Institute of Technology (NJIT). PALS has been working with the Archdiocese of Newark to provide ESL classes for international seminarians. Each session, the Archdiocese sponsors a small group of from 3 to 5 students from Mexico and South America. PALS also has been working with NJIT to provide ESL classes for a small group of exchange students from Siena, Italy. The group is sponsored by NJIT and attends PALS classes during the summer session.

Marketing

Marketing, once an extra utilized by only a handful of programs, has become an absolute necessity. PALS continues advertising in selected international and local markets. While the bulk of resources is invested to reach the local immigrant populations, key international centers continue to be vital for program promotion. Each year a new ad is developed and is used in all PALS advertising in brochures, posters, newspaper ads, and web site. Posters are placed on campus at Admissions, Robeson Information desk, Student Affairs, and Office of International Student Services. PALS continues to place ads in local foreign-language newspapers: The Jersey Journal (Spanish), Zaman (Turkish), Korean Bergen News (Korean), and Luso-Americano (Portuguese). Mailings are sent to primary U.S. advising center in U.S. embassies, consulates, USIA, and Fulbright offices.

Campus Service

In response to requests from various departments, PALS provided the following services:

- Workshops and training sessions for tutors in the Writing Center
- Annual training program for International Teaching Assistants for the 18<sup>th</sup> year for the Graduate School- Newark, in August, 2006
- Testing and evaluation of new graduate students upon request
- Training for academic advisors to ensure compliance with federal regulations.

**OFFICE OF INTERNATIONAL STUDENT AND SCHOLAR SERVICES**  
**Janine N. Maslov, Coordinator**

The Office of International Student & Scholar Services continues to maintain its goal to serve and advocate for the international student/scholar community as best as possible. OISS had continued to comply with federal regulations and frequently updates the Student and Exchange Visitor Information System – SEVIS. OISS staff maintains its attendance at bi-annual meetings with Administrative Computing Services for updates on FsaAtlas (software used to interface with SEVIS), so that data can be managed more efficiently.

Rutgers-Newark continues to maintain the Exchange Visitor Program. On August 4, 2006 the Department of State re-designated Rutgers-Newark as a sponsor of the Exchange Visitor Program. There are currently 66 Exchange Visitors and their dependents maintaining status at Rutgers-Newark. There are three categories in which an exchange visitor can be sponsored at Rutgers-Newark: Research Scholar, short-term research scholar and student. Rutgers-Newark has Exchange Visitors participating in all three categories.

New SEVIS records are continuously being uploaded to SEVIS (via FsaAtlas) by the Admissions, PALS and on a case-by-case basis, by OISS, in order to issue visa documents i.e. SEVIS I-20/DS-2019 Forms.

**STATISTICS**

Fiscal Year	International Student Population
2002/2003	557
2003/2004	468 – 4.44% of the total student population
2004/2005	711 – 7.3% of the total student population
2005/2006	500 – 6.45% of the total student population

*The most popular fields of study remain Business/Management, Biological Sciences, Computer Science/Information Systems, Chemistry, Criminal Justice and ESL/PALS.*

**Applications**

The number of applications for employment authorization filed is 66 from May 2006 to present. The number of applications filed for reinstatement to F-1 status, due to technical violations continues to remain at a low number, an indication that students are more aware of the non-immigrant regulations and are making it a priority to maintain their status.

# of Applications	Type	Status
66	Optional Practical Training	38 Approved; 28 pending*
12	Curricular Practical Training	Approved
5	Change of Status	Approved
2	Reinstatement, following violation	2 Approved

All applications were filed with the Immigration Service.

*\* the high number of applications in pending status is a result of (1) backlog at the USCIS Service Center – Vermont; and/ or (2) SEVIS web site is not being updated regularly, as explained by SEVIS representatives at the annual NAFSA Conference Montreal, Canada.*

**WORKSHOPS**

**Staff**

OISS is staffed by two full time personnel: Coordinator and SEVIS Administrator; and one part-time student assistant.

Training is on-going with the different offices on campus. Each semester OISS meets with advisors in the Admissions office to discuss F-1 and J-1 regulations, visa applications and admissions procedures as it pertains to international students. Also, on a case by case basis troubleshoot with the two admissions offices on FsaAtlas and SEVIS website.

### Student

Conducted a total of 10 workshops on employment authorization as it pertains to international students in F non-immigrant status. Approximately 80 students were in attendance.

Conducted 5 New International Student Meetings for International Teaching Assistants, MBA students, and undergraduate students. Student received information on non-immigrant regulations, employment, living in the U.S. etc.

Separately conducted New International Student Meetings geared especially for F students enrolled in the English as a Second Language program (Program in American Language Studies). These meetings are held at the commencement of each session; there are 5 sessions each year.

### **PROCEDURES**

Submitted the annual Open Doors Survey conducted by the Institute of International Education. Data is collected on the number of international students on campus and gives a break down by major, degree, country, source of funding etc.

Modifications to office handouts and handbooks is ongoing as new and revised immigration regulations continue to be published. Social Security Administration and MVC of NJ made revisions to their regulations for foreign visitors, F and J non-immigrant statuses were included.

Updated the Procedures Manual, for office personnel on all immigration applications/procedures, e.g. change of status to F-1. Includes list of all required documents to be filed with the application per each type of case, where the application to be filed, etc.

### **GOALS**

Create a working group of dependents of Exchange Visitors (professors, research scholars), where they can meet and practice English as well as form a community.

Schedule Income Tax Workshop with the Internal Revenue Service to assist international students (F & J) in completing the necessary forms for filing their income taxes.

## DEPARTMENTAL REPORTS

### **THE DEPARTMENT OF AFRO-AMERICAN AND AFRICAN STUDIES Wendell Holbrook, Acting Chair**

The Department of Afro-American and African Studies opened the academic year by launching a campaign to recognize and to explore the crisis created in New Orleans, Louisiana and the Gulf Coast by the devastating hurricane, Katrina. Since its founding, the Department has mounted a project to link its academics and scholarship to the broader community; and it was impossible to ignore the crippling impact and public policy mistakes that were associated with the storm and its aftermath. We mounted a fund-raising effort to assist Dillard University, a historically black institution which was severely damaged and experienced a dispersal of its faculty, administration and students.

During the fall term, we raised \$1100.00 through the generosity of our faculty, students, staff, and friendship networks. The funds were sent as a contribution from our Department to the Department of History at Dillard.

As the dimensions and enormity of the crisis became more fully exposed, we began an examination of the issues of race and class which helped to shape the recovery experience. Our studies culminated in a panel discussion and guest speaker's presentation on December 1, 2005. The highlight of the well-attended program in Ackerson Hall was a recounting, review, and analysis of the storm's impact on New Orleans by Dr. Dorothy Smith. Professor Smith is a Professor of History at Dillard; and after being displaced by Katrina, she spent the fall term as a fellow at Princeton University. Rutgers faculty, attendees from a wide geography, and students helped to make the day's discussions a success. Some of our students would later participate directly in rehabilitation efforts by going to the gulf and assisting in recovery work in New Orleans.

During the spring term, the Department continued its commitment to providing programs fully open to both the wider university and the local community. Our major presentation for the spring was a well-attended lecture and discussion program entitled: "Are We in Danger of Losing Our Right to Vote: Voting Rights Issues for the African-American Community, People of Color, and the Poor". Ryan Haygood, J.D., of the NAACP Legal Defense and Educational Fund" provided a well-received overview to an enthusiastic gathering in the Dana Room at Dana Library.

The Department also continued to pursue its strategies for growth and development during the academic year, 2005-2006. The Department, with the structural addition of an ad hoc search committee, re-launched its major search for a new senior appointment. With a consideration of our long-term needs to develop a critical mass of core faculty with leadership abilities, the search announcement announced our desire to appoint a senior-level scholar who would assume the administrative responsibilities of chair in addition to teaching commitments. The search brought in a rich pool of applicants with broad national and international backgrounds. The candidates, many of them with strong research and publication records in their fields, came largely from the disciplines of history, African-American studies, Islamic studies, and Religious studies.

A strong list of finalists emerged from the committee's rigorous review process; and several outstanding lectures were presented by finalists as a part of their visits to Rutgers-Newark. At the end of the process, we arrived at a first choice; however, the proposed appointment was not brought to a full closure by the end of the fiscal year. The Department ended the year with an abiding recognition of its need to bring on board a new senior colleague who can assume, share, and help to guide the Department's mission. Our existing faculty members are stretched thin with heavy teaching loads and delayed academic leaves. We are under constant pressure from our students and the demands of our discipline to achieve an expansion in course offerings in both the day and evening divisions. Increasingly, the Department faces challenges presented by its needs for improved and expanded faculty office space, for a full team of staff members for our administrator's office, for equipment storage space, and for a full-sized seminar room. With minimal resources, and maximum creativity, the Department continued to invest in upgrading its environment on the third floor of Conklin Hall.



The Department's administrator, Ms. Christina Strasburger, won two much deserved awards of distinction in 2005. She received the university-wide Excellence in Service Award during the President's Recognition Program, which was a follow-up to her winning the "Administrator of the Year" award at the Staff Recognition Event for Rutgers University in Newark.

The numbers for our majors and minors continued to grow. Full-time members of the Department continued to present the results of their research at scholarly meetings and conferences, to work on grants and publications, and to serve on review panels. Dr. Holbrook presented a paper "Grounds for Discontent: Gold Coast Soldiers' Encounters During the Second World War" at Princeton University during the fall; and for the entire academic year, Dr. Edmondson was a fellow at the Institute for Research on Women (New Brunswick), the year's theme was "Diasporas and Migrations". The Department received word that its valued faculty member, Dr. Jason McGraw would not be re-joining us for next year; and we calculated his upcoming departure as a great loss.

**DEPARTMENT OF BIOLOGICAL SCIENCES**  
**Edward M. Bonder, Chair**

The 2005-'06 academic year can best be described as the year the department kept its "head above water" as we struggled with hiring freezes and university budget woes. Not all was bleak, the department had multiple highlights with the arrival of one new faculty member, the opening of two newly renovated teaching labs in Boyden Hall, occupancy of the Life Sciences Building, and the individual stellar accomplishments of our faculty and students.

**Faculty Recruitment:** Drs. Gareth Russell and Nihal Altan-Bonnet were welcomed into the department and as we ended the academic year there was light at the end of the tunnel in the anticipated completion of their laboratory spaces. As of this writing, Dr. Altan-Bonnet has completed her move into LSB and she is now actively developing her research program and adding to our needed growth in molecular cell biology. Dr. Altan-Bonnet's research investigates organelle biogenesis (Golgi and endoplasmic reticulum) and the "hijacking" of these biocompartments for virus replication and infection. In pursuit of this research, she has set-up a Zeiss 510 Meta-ConfoCur multi-photon microscope, which is one of only several in operation in the US.

Dr. Russell's tenuring department is the Department of Mathematics at NJIT and he joins us as the 4<sup>th</sup> NJIT faculty member in our Federated Department. Upon completion, Dr. Russell's laboratory and office will be in the Ecology and Evolution Wing on the 4<sup>th</sup> Floor of Boyden Hall. Dr. Russell brings an accomplished record of research in ecology using computational modeling and analysis to examine population dynamics. His presence builds on existing strengths in ecology and provides for significant collaborative potential with existing departmental and campus faculty members.

As described in last year's Accountability Report, Dean Kirby and Associate Provost Feder assumed control of the hiring process that searched for a senior faculty member to add leadership in cell biology. Unfortunately, their effort did not result in a successful recruitment. This was terrible news considering the department was (and remains) placed on a faculty hiring freeze, dictated by the university's administration, at a time when we are severely understaffed for a unit having a stated mission to first-rate research and teaching.

**Facilities Update:** We announced the "completion" of construction of the Life Sciences Building this past summer; though the 3<sup>rd</sup> & 4<sup>th</sup> floors remain shell space destined for future construction. The facility provides needed space for research active faculty and the addition of a new teaching laboratory. At the present time, three faculty members (Drs. Friedman, Kim, and Altan-Bonnet) are occupying the research space on the 5<sup>th</sup> floor and the 6<sup>th</sup> floor remains unoccupied for future faculty hires. Chemistry Department research labs occupy the 2<sup>nd</sup> floor. Chemistry and Biological Sciences have one teaching lab each on the 1<sup>st</sup> floor and we share a common seminar room. The laboratory sections of Foundation in Biology: Cell & Molecular Biology will use the new lab facility.

In the southeast wing on the 1<sup>st</sup> floor of Boyden Hall, we moved back into two newly renovated labs. The bright and cheery labs will be home to courses in Microbiology, Marine Biology, Invertebrate Biology, and Biology of Seed Plants. Hopefully, as we move forward with future upgrading of undergraduate laboratory course offerings, there will be an opportunity to renovate the northeast wing of Boyden Hall where we have plans to build two additional teaching labs.

**Curriculum and Student Update:** One of our departmental goals for '05-'06 was completing an evaluation of the undergraduate curriculum with an eye toward improving the majors curriculum and course offerings. Given the present faculty shortage, curriculum evaluation was tabled until we are in a better position to implement strong, positive change.

The number of undergraduate and graduate students supported by the Department continues to climb and this trend will continue as both NJIT and Rutgers experience increased student enrollments. Federated Biological Sciences graduated well over a hundred biology majors! Additionally, we provide the early basic science component for the Clinical Laboratory Science major run out of UMDNJ and the

BS in Nursing major on our own campus. Drs. Morrison, Kasper, and Maiello continue to provide extraordinary service to undergraduate students in student advising and pre-professional counseling. Proudly, we announce that Dr. Morrison received the Rutgers University Warren I. Sussman Award for Excellence in Teaching. Dr. Maiello continues his solo stellar performance at guiding over 650 students through the process of preparing their applications to health-related professional schools. Lastly, highlights of the outstanding achievements of individual faculty members can be found in the detailed addendum.

**The Future:** While the department has many bright spots and wonderful accomplishments, we continue to struggle because of insufficient numbers of fulltime faculty. We remain optimistic that there will be increased faculty growth, soon, and we will return the Department to its appropriate role of leadership in the scientific teaching and research community within University Heights and beyond.

## **STUDENTS**

### **Graduate Students**

47 Ph.D. (2 from NJIT)

48 Masters

Degrees granted 2005-06: 5 Ph.D and 13 MS

### **Undergraduate Students**

Biology/Botany/Zoology: 386

Clinical Lab Science: 51

NJIT Biology majors: 21

Total Majors: 457

Biology Minors: 19

Majors Degrees granted 2005-06: 67

NJIT Biology graduates: 9

## **FACULTY**

### **JONATHAN ADAMS**

**Assistant Professor**

#### **Publications**

Turchin P., Adams J. M. and Hall T.2006. The shapes of nations: Do human cultures spread more easily latitudinally than longitudinally? Journal of World System Research. In Press.

#### **Public Presentations**

#### **Interviews**

History Channel documentary series on the history of the Sahara desert, aired October 6th.

#### **Grants**

Meadowlands Environmental Research Institute

### **EDWARD M. BONDER**

**Associate Professor**

#### **Publications**

Cheng, G., E.M. Bonder, and M-F Cheng. 2006. Lesion induced neurogenesis in the hypothalamus is involved in behavioral recovery in adult ring doves.

*J. Neurobiol.* 66:537-551.

Rodriguez, A.J., S.A. Seipel, D.R. Hamill, D.P. Romancino, M. DiCarlo, K.A. Suprenant, and E.M. Bonder. 2005. Seawi – a sea urchin piwi/argonaute family member is a component of MT-RNP complexes. *RNA*. 11:646-656.

### **Seminars**

Fairleigh Dickinson University, NJ, School of Natural Sciences, 3 March 2005. Tales of Molecular Motors and Wound Healing

### **Funding**

National Institutes of Health  
Defense Advanced Research Projects Agency

### **ANN CALI**

#### **Professor**

Takvorian, P.M., Buttle, K., Mannella, C.A., Weiss, L.M., Cali, A. 2006. High Voltage Electron Microscopy and Computerized Tomography: New Approaches to Study Microsporidian Spore Internal Organization. *J.Euk. Microbiol. In press*.

Ghosh, K., Takvorian P. M., Cali, A., Weiss, L.M. 2006. Heterologous Expression of an *Encephalitozoon cuniculi* Aquaporin in *Xenopus* Oocytes. *J.Euk. Microbiol. In press*.

Xu, Y., Takvorian, P.M., Cali,A., Zhang, H., Orr, G., Weiss,, L.M. 2006. Identification of a new spore wall protein from *Encephalitozoon cuniculi*. *Infection and Immunity*. Accepted.

Ghosh, K., Cappiello, C.D., McBride, S.M., Occi,J.L., Cali, A., Takvorian, P. M., McDonald, T.V., Weiss, L.M. 2006. Functional characterization of a putative aquaporin from *Encephalitozoon cuniculi*, a microsporidian pathogenic to humans. *Int. J. Parasitol.* 36: 57-62.

Cali, A., Weiss, L.M., and Takvorian, P.M. 2005. A review of the development of two types of Human skeletal muscle Infections from Microsporidia associated with pathology in invertebrates and cold-blooded vertebrates. *Folia Parasitologica* 52:51-61.

Takvorian, P.M., Weiss, L.M., and Cali, A. 2005. The early events of *Brachiola algerae* infection: spore germination, sporoplasm structure, and development within host cells. *Folia Parasitologica* 52:118-129.

Zhang, H., Huang, H., Cali, A., Takvorian, P.M., Feng, X., Zhou, G. and Weiss, L.M. 2005. Investigations into microsporidian methionine aminopeptidase type 2: a therapeutic target for microsporidiosis. *Folia Parasitologica* 52:182-192.

### **RESEARCH SUPPORT:**

National Institutes of Health

### **WILMA FRIEDMAN**

#### **Associate Professor**

### **Publications**

Friedman, W.J. 2005. Interactions of interleukin-1 with neurotrophic factors in the CNS: Beneficial or Detrimental? *Mol. Neurobiol.*, 32 (2): 133-144

Volosin, M., W. Song, R. D. Almeida, B.L. Hempstead, and W.J. Friedman 2006 Interaction of survival and death signaling in basal forebrain neurons: Roles of neurotrophins and proneurotrophins, *J. Neurosci.* In Press

## **Public Presentations**

### **Abstracts**

Wenyu Song, Marta Lapid de Volosin, Barbara L. Hempstead, and Wilma J. Friedman 2005. The Interaction of Survival and Death Signal in Basal Forebrain Neurons, Soc Neurosci. Abstr.

Y. Huang, M. Lapid-Volosin, and W.J. Friedman, Effects of Nerve Growth Factor on Rat Hippocampal Astrocytes 2005. Soc Neurosci. Abstr.

### **Seminars**

September 2005

Center for Neuroscience, University of Colorado

Molecular, Cellular, Integrative Neuroscience Group, Colorado State University

### **February 2006**

UMDNJ-New Jersey Medical School

### **May 2006**

Dept. of Neuroscience, University of Connecticut Health Center

### **June 2006**

Dept. of Neuroscience, Karolinska Institute

Dept. of Neuroscience, Uppsala University

### **Funding**

National Institute of Health/National Institute of Mental Health

Johnson & Johnson

National Institute of Health/NINDS

New Jersey Commission on Spinal Cord Research

American Health Assistance Foundation, Alzheimer's Disease Research

### **LION GARDINER**

**Associate Professor**

## **Public Presentations**

### **March 2006**

Carnegie Mellon University, Pittsburgh, PA. One week of assistance (address, series of workshops, personal consultation) for administrators, faculty, and staff on the CMU Doha, Qatar Campus. Development of mission statements and defining intended outcomes at the programmatic/curricular and course levels

### **October 2005**

Professional and Organizational Development Network in Higher Education annual conference. Presented workshop on developing a sense of urgency for change in higher education. Milwaukee, Wisconsin.

### **June 2006.**

NASPA International Assessment and Retention Conference. Presented a half-day pre-conference workshop on defining learning outcomes at the programmatic/curricular level in colleges and universities. Phoenix, Arizona

**JORGE GOLOWASCH**  
**Associate Professor**

**Publications**

Nadim, F. and Golowasch, J. 2006. Signal Transmission Between Gap-Junctionally Coupled Passive Cables Is Most Effective at an Optimal Diameter. *J Neurophysiol* 95: 3831–3843

Haedo, RJ and Golowasch, J. 2006. Ionic mechanism underlying recovery of rhythmic activity in adult isolated neurons. *J. Neurophysiology*. In Press

Zhang, Y. and Golowasch, J. 2006. Modeling Recovery of Rhythmic Activity: Hypothesis for the role of a calcium pump. *Neurocomputing*. In Press

**Public Presentations**

**Abstracts**

Rosa Rodriguez, Linda Nguyen, Luis Corrêa & **Jorge Golowasch** (2004). Long-term regulation of rhythmic neural networks by GABA. *Soc Neurosci Abs.*, 314.3

Rodolfo Haedo & **Jorge Golowasch** (2004). Regulation of rhythmic activity in cultured neurons by patterned electrical activity. *Soc Neurosci Abs.*, 314.2

**Seminars**

Pacemaker activity recovery after decentralization: role of neuromodulators and calcium pump (April 7-8, 2006). *Origin and Regulation of Bursting Activity in Neurons* Meeting. Georgia State University, Atlanta.

**Abstracts**

O. Khorkova and J. Golowasch 2006. Ionic current changes during pyloric rhythm recovery after decentralization in crab STG, 32<sup>nd</sup> Annual East Coast Nerve Net. Abstr.

Y. Zhang, R. Rodríguez, and J. Golowasch 2006. The effect of neuromodulator on the recovery of rhythmic pyloric activity after decentralization, 32<sup>nd</sup> Annual East Coast Nerve Net. Abstr.

D. Martínez, M. Malej, A. Mascarinas, A. Bose, F. Nadim, and J. Golowasch 2006. Gap junction position can be estimated from somatic recordings, 32<sup>nd</sup> Annual East Coast Nerve Net. Abstr.

F. Nadim and J. Golowasch 2005. Cables coupled by gap junctions have an optimal diameter for electrical signaling, *Soc Neurosci Abstr.*

Y. Zhang and J. Golowasch 2005. Modeling dynamics of rhythmic activity recovery: role of a calcium pump, *Soc Neurosci Abstr.*

**Grants**

National Institute of Mental Health/National Institute of Health  
National Science Foundation

**ERIK HAMERLYNCK**  
**Assistant Professor**

**Publications**

J.R. McAuliffe, E.P. Hamerlynck, M.C. Eppes 2006. Landscape dynamics fostering the development and persistence of long-lived creosotebush (*Larrea tridentata*) clones in the Mojave Desert. *Journal of Arid Environments*. In Press

**Grants**

National Science Foundation

**CLAUS HOLZAPFEL**  
**Assistant Professor**

**Publications**

Sapir, Y, Mazer, S. & Holzapfel C. 2006. Populations dynamics: sex ratio. Encyclopedia of Ecology, Elsevier. In Press

Holzapfel C., Tielbörger K., Parag H.A., Kigel J., and Sternberg M. (2006). Annual plant-shrub interactions along an aridity gradient in Israel. *Basic and Applied Ecology* 7: 268-279.

Holzapfel C., Kark S., Hatzofe O., and Levin N. 2006: The invasion of the Common Myna (*Acridotheres tristis* L.) in Israel and the Middle East. *Sandgrouse* 28: 44-51.

**Public Presentations**

Ecological Society of America, Annual Meeting in Montreal (Canda) August 2006:

Presentation: "*Being reckless in a tough world: two invasive grasses and their relationship with a native desert shrub*" (with H. Parag)

Poster: "*Déjà Vu Communities: When Invaders Meet Again*" (with M. Northrup et al.)

**Invited Seminars**

Penn State University, College Station PA, November 7, 2005: "*On cooperation, good neighbors and playing games: a plant's perspective*".

Ithaca College, Ithaca NY, November 17, 2005: "*On cooperation, good neighbors and playing games: a plant's perspective*".

California State University, Fullerton CA, April 15, 2006: "*On cooperation, good neighbors and playing games: a plant's perspective*".

**Workshops**

January 9-11, 2006 at University of Goettingen, Germany. Developed and taught 3- day workshop on "Scales of Biodiversity: Type & Pattern, Process, Application, and Function". Enrollment: 24 graduate students from biology, forestry and agriculture.

**Funding Source**

Meadowlands Environmental Research Institute

**DAVID KAFKEWITZ**  
**Professor**

**Research**

C. Holzapfel and K. Kafkewitz studying the activity and distribution of poly phenol oxidase enzymes in the roots of freshly germinated grass seeds. Found a taxonomic relationship: grasses of the genus *Bromus* have significantly more activity than other of other genera, many of which have little or no activity. Now looking at the relationship of the enzyme activity to the invasiveness of grass species and the ability of seeds to successfully germinate in situ

**JOHN MAIELLO**  
**Associate Professor**

Directs pre-professional advisement for about 600 students.

**DOUGLAS MORRISON**  
**Associate Professor**

**Awards**

Warren I. Susman Award, Excellence in Teaching, May 2006.

**FARZAN NADIM**  
**Associate Professor**

**Publications**

**F. Nadim**, MP Beenhakker MP, ND DeLong, SR Saideman, and MP Nusbaum, Proprioceptor Regulation of Motor Circuit Activity by Presynaptic Inhibition of a Modulatory Projection Neuron, *J. Neuroscience*, September 2005.

**F. Nadim** and A. Mamiya, Target-specific regulation of short-term synaptic depression is important for the function of the synapses in an oscillatory neural network, *J. Neurophysiology*, October 2005.

**F. Nadim**, BR Johnson, LR Schneider, and RM Harris-Warrick, Dopamine modulation of phasing of activity in a rhythmic motor network: contribution of synaptic and intrinsic modulatory actions, *J. Neurophysiology*, November 2005.

**F. Nadim** and P. Rabbah, Synaptic dynamics do not determine proper phase of activity in a central pattern generator, *J. Neuroscience*, December 2005.

**F. Nadim**, C. Ambrosio, and A. Bose, The effects of varying the timing of inputs on a conditional oscillator, *SIAM Journal on Applied Dynamical Systems*, January 2006.

Signal transmission between gap-junctionally coupled passive cables occurs at an optimal cable diameter, (with J Golowasch), *J Neurophysiology*, Vol 95, pp 3831-3843, June 2006.

**F. Nadim**, L. Zhou, and R. LoMauro, The interaction between facilitation and depression of two release mechanisms in a single synapse, *Neurocomputing*, June 2006.

**Public Presentations**

**Abstracts**

July 2005

**Computational Neurosci Meeting**

Multistability in a two-cell inhibitory network with short-term facilitation.

The interaction between facilitation and depression of two release mechanisms in a single synapse.

November 2005

**Society for Neuroscience Annual Meeting**

Dynamics of pacemaker synapses and their contribution to phase maintenance in an oscillatory neural network.

Resonant properties of the neurons and synapses in a central pattern generator.

Neuromodulation of the two components of a single synapse in a rhythmic network.

The interaction between two synapses with distinct dynamics in a reciprocally inhibitory rhythmic network.

Comparing neuromodulator- and projection-neuron-elicited oscillations: a modeling study.

Cables coupled by gap junctions have an optimal diameter for electrical signaling.

Effect of synaptic facilitation on multistability in a two-cell inhibitory network with T-like currents.

Activation of a peripheral modulatory system elicits a distinct gastric mill rhythm.

Sensory regulation of rhythmic motor activity via presynaptic inhibition.

Dopamine regulates period by enhancing synaptic inhibition of pacemaker neurons in a rhythmic motor network.

Computational exploration of a multi-compartment model of the lobster pyloric pacemaker kernel.

**Seminars**

December 2005

**Rutgers University-Camden**

The role of synapses and synaptic dynamics in the generation of oscillations in a small network.



April 2005

### **East Coast Nerve Net**

Investigating projection neuron and neuromodulator effects on the operation of a rhythmic network: a modeling study.

Divergent cotransmitter actions mediate sensorimotor integration.

Gap junction position can be estimated from somatic recordings.

### **Grants**

Albert and Ellen Grass Foundation

National Science Foundation

National Institute of Mental Health

U.S.-IBSF

### **JUDITH S. WEIS**

**Professor**

### **Public Publications**

Weis, J.S. 2005. Diet and food web support of the white perch, *Morone americana* in the Hackensack Meadowlands. *Environ. Biol. of Fishes* 74: 109-113

Yuhas, C., J.M. Hartman and J.S. Weis 2005. Benthic communities associated with *Spartina alterniflora* and *Phragmites australis* in the Hackensack Meadowlands of NJ. *Urban Habitats* 3 #1: 158-191.

Bergey, L., and Weis, J.S. 2006. Immobility in five species of fiddler crabs, genus *Uca*. *J. Crust. Biol.* 26: 82-84.

Robertson, T.A. and J.S. Weis 2006. Interactions between the grass shrimp, *Palaemonetes pugio* and the salt marsh grasses *Phragmites australis* and *Spartina alterniflora*. *Biol Invasions* 10: In press

Weis, J.S. and P. Weis. 2006. Effects of wood treated with chromated copper arsenic on aquatic biota. *In: Environmental Impacts of Treated Wood*, ed. T. Townsend & H. Solo-Gabriele. CRC Press pp 173-190.

Wirgin, I., J.S. Weis, and A. McElroy 2006. Physiological and Genetic Aspects of Toxicity in Hudson River species. *In: J. Levinton and J. Waldman, eds. The Hudson River Estuary*. Cambridge University Press pp 441-464.

### **Presentations**

Sea Partnership Program of Hasanuddin University, Makassar, South Sulawesi May 2006, as a guest speaker running a two week workshop on Marine Heavy Metal Pollution. Fulbright in Indonesia

### **Seminars**

March 2006

Life Sciences Department, Louisiana State University

### **Honors and Awards**

Named to Fulbright (Council for International Exchange of Scholars)

### **Funding Source**

Meadowlands Environmental Research Institute

## DEPARTMENT OF CHEMISTRY Phil Huskey, Chair

The opening this year of the Life Science Center adjacent to Olson Hall has provided much needed research and teaching laboratories for the Department of Chemistry. Professors Piotrowiak, Mendelsohn, and Kalodimos moved their students into new research space early in the summer, and faculty will begin using the new teaching laboratory in the 2006-2007 academic year. While the moves have relieved the overcrowded conditions in Olson Hall, the older space still requires renovation work. Most of the rooms have not been painted since 1973, the casework and fume hoods need to be replaced, and RUNet-2000 is now six years overdue for the building. The contrast between the modern, spacious laboratories of the Life Science Center and the dilapidated, cramped rooms of Olson Hall only accentuates the need for renovation where most of the activities of the Department are housed.

### Research Highlights

Two samples of research highlights for the past year are papers published in highly visible journals that drew special recognition from science news editors. From the materials-chemistry wing of the Department, Frieder Jaekle reported on the synthesis of a compound that changes its shape as the oxidation states of iron centers are altered in ways that may be suitable as the basis for molecular-level machines. After publication in the international edition of *Angewandte Chemie*, the work was featured in an issue of *Chemical and Engineering News*, the primary news outlet of the American Chemical Society. Also noteworthy is Professor Jaekle's award of a Rutgers Board of Trustees Research Fellowship for Scholarly Excellence. A second highlight comes from the biological-chemistry side of the Department as a paper published by Babis Kalodimos and his coworkers in *Nature Structural and Molecular Biology*. The Kalodimos group used nuclear magnetic resonance (NMR) spectroscopy and thermodynamic studies to discover the molecular basis for control of the function of a protein involved in secretion. The paper was selected for comment and elaboration as the "article of the month".

A sense of the research activities of additional faculty in the Department can be further gleaned from their presentations at Gordon Research Conferences, known for bringing top scientists together in annual meetings in relatively informal settings. Frank Jordan, for example, presented his group's recent research at the Conference on Enzymes, Coenzymes, and Metabolism. Additional Gordon Conference presentations include talks given by Elena Galoppini (Conference on Photochemistry), Huixin He (Bioanalytical Sensors Conference), and Babis Kalodimos (Conference on Protein Dynamics and Allostery). Other samples of major conference presentations are talks given by Richard Mendelsohn at the Heidelberg conference on Optical Diagnosis for the New Millennium, and Frieder Jaekle's plenary lecture at the Ferrocene Meeting in Frankfurt.

Chemistry faculty also organized meetings and conferences over the past year. Stan Hall and Frieder Jaekle worked with scientists from nearby pharmaceutical companies to organize the thirteenth biennial Chemistry as a Life Sciences Symposium featuring talks by leading scientists from Caltech, Harvard, Berkeley, Columbia, Boston College, and the University of Pennsylvania. The symposium, held on the Newark Campus over spring break, was attended by several hundred chemists from industrial labs and universities in the NJ/NY/PA area. Frieder Jaekle also organized symposia on inorganic polymers and polyfunctional organoboranes for regional and national American Chemical Societies that included a distinguished list of speakers from several continents.

### Students and Outreach

The Department was pleased to graduate 15 B.A. majors and 4 Ph.D. students this past year. Four of the B.A. majors have enrolled in Ph.D. programs at Penn State (2), the University of Maryland, and Princeton. One student, Dorothy Chu, is now in the M.D. program at UMDNJ, and most of the remaining students have found employment in the local chemical and pharmaceutical industries. Before starting at UMDNJ, Dorothy spent the summer conducting solar-cell research at the Royal Institute of Technology in Stockholm as a part of the NSF-NIRT (Nanoscale Interdisciplinary Research Team) program funded by a grant to Elena Galoppini and Piotr Piotrowiak. The Ph.D. students have either found employment in industry (Unilever and GlaxoSmithKline) or have taken up postdoctoral research positions (Wesleyan and Dartmouth).

Professors Lalancette, Jaekle, He, Kalodimos, and Huskey contributed to the Department's annual outreach program with Newark Art's High, in which ten students and their science teachers meet with faculty for hands-on demonstrations in teaching and research labs. Other outreach activities included a visit of some forty chemistry students from McNair High in Jersey City, organized by Frieder Jaekle, and mentorship of SEED students by Professors Kalodimos, Jaekle, and He. The American Chemical Society's SEED Project provides stipends for high school students from economically disadvantaged households.

**DEPARTMENT OF CLASSICAL AND MODERN LANGUAGES AND LITERATURES**  
**Asela Laguna-Diaz, Chair**

CMLL began the 2005-06 academic year with a new chair, renovated expectations and plans to explore new initiatives, renovate and strengthen current undergraduate language, culture and literature instruction and building cultural bridges to expand cultural possibilities for students.

Among the major accomplishments of CMLL during this period are notably:

1) *Revision and expansion of undergraduate language curriculum* in Arabic, with the introduction of four new courses. One new Portuguese class was developed and added to the Portuguese and Lusophone World Studies Curriculum: 810:319 Brazilian Literature in English Translation. During the winter session "Spanish for Business" was offered for the first time.

2) *Expansion of language technology*. Most faculty have been trained and are using Blackboard. In addition, thanks to the initiative and collaboration of Dr. Anne C. Aubert, a French part time lecturer, Digiclass, a platform from New Brunswick to communicate with students, was introduced for French, Spanish, and Portuguese. Professors Mohamed Alsiadi and Rana Arif had already created a beautiful Digiclass site for Arabic-Newark. MOO, another interactive language platform introduced at Rutgers-Newark by Professor Jennifer Austin has gained up momentum and it is being used in New Brunswick, where other language specialists are collaborating with Dr. Austin. In April Dr. Ursula Atkinson, Dr. Anne C. Aubert, Karen Campbell and Dr. Jennifer Austin gave a talk on their MOO project at the meeting of the Northeastern Association for Language Learning Technology (NEALLT) in Philadelphia. They also have submitted an abstract for an article based on that presentation to a call for submissions for an edited book on technology and language teaching. In terms of the language lab in Bradley Hall, AY2005-06 was the first year of its comprehensive use. Its use became an integrated element of foreign language instruction, but due to previously unforeseen problems with regard to issues of lab hours operation, space availability, equipment failures, proper coordination between the different units responsible for its maintenance and functioning, it had a rocky start. Several workshops by Nela Navarro & Jennifer Austin were offered to train students and faculty on how to use the language lab, on Digiclass, Blackboard & MOO. Despite these shortcomings, the language lab served and will continue to serve as a place for students to complete individual assignments from language classes, as a place for classes to be held, and as a site for students and faculty workshops on technology.

3) *Participation on an experiment between CMLL and the Department of Spanish & Portuguese*, New Brunswick, to share colleagues between the two campuses. During the Spring 2006 Professor Julieta Vitullo, a Ph D candidate from New Brunswick working on a dissertation on Contemporary Argentinean literature, taught successfully "History and Fiction in Contemporary Argentinean Fiction," while Professor Dr. Elpidio Laguna taught a 400 level seminar entitled "New Approaches to Iberian and Ibero-American Civilization" in Douglass College.

4) *The establishment for the first time a language honor society* in R-N. The Sigma Delta Pi, the National Hispanic Honor Society welcomes a new chapter at Rutgers-Newark. Its first installment took place last April when 9 students with B+ or more in Spanish and a general cumulative average of more than 3.20 were accepted to the Society.

5) *The preparation of the ground work for the first two Visiting Research Scholars in the Department*. Dr. Gonzalo Pasamar, a historian from the University of Zaragoza, will be the first Visiting Research Scholar to come to CMLL to do work on the subject of US Hispanism during the 1920's and 30's during the Fall 2006. For the Spring 2007, the Department is welcoming the visit of Dr. Carlos Leone, from Portugal, who will teach an advanced Portuguese topic course and do research on Newark's Portuguese and Lusophone diasporas.

6) *Consolidation of a collaborative partnership with the Office of the new General Consul of Portugal*, Dr. Francisco Azevedo, to host a series of lectures entitled "Portugal and the World." The lecture was given by Brown University Professor Onésimo Almeida and was entitled "Portugal: The Weight of the Past and the Struggle for Modernity."

7) *Established closed working relations with the Instituto Camões* to assist, support and help the new leitora, Professor Monica Pereira, who arrived in November 2005, and whose contract to stay at Rutgers was also renovated for 2006-07. Professor Pereira successfully has re-opened the Center for Portuguese Language Studies in Dana Library, which has been operating since she arrived as a site for meetings, showing films, and for tutoring and individual teaching of Portuguese. She also organized a film festival featuring the award-winning "A Costa dos Murmúrios" in celebration of the 1974 Portuguese Revolution. The film was followed by a concert featuring revolutionary songs by Portuguese-American musicians Bruno Costa, José Iglesias, and Fátima Santos. The event was attended by 75 people.

8) *The Department has worked closely with the Office of Development to secure two new Portuguese scholarships and seek renewal of other.* The Department was able to secure for Portuguese Studies two new scholarships from two community-based organizations: the Independence Community Foundation and the Luso-Fraternal Association. In April 2006 Professor Asela Laguna and Professor Antonina Berezovenko, from Slavic Studies, went to Washington, DC. to meet and explore possible grants for critical languages with officials from the NEH, the State Department and the Department of Education. In addition, the Slavic Program was able to again secure community funds to teach 2 courses on Ukrainian literature by Dr. Antonina Berezovenko, a Visiting Professor from Kiev (Fall 2005, Spring 2006). Plans are also in progress to form a Slavic/Ukrainian Alumnae Association which would support our efforts to expand the curriculum of the Slavic program.

9) *The re-establishment of the Spanish Club after a long hiatus.* Spanish faculty worked hard to revive the Club, and student responded with much enthusiasm. Attending Spanish performances was a priority, as well as servicing the community. During this academic year, faculty and students attended three plays in El Repertorio Español, New York: Colombian monologue *Insomnio americano*, Nilo Cruz' *Ana en el Trópico* and Vargas Llosa's *La fiesta del chivo*.

10) *In terms of publication and scholarly and public presentations the Department shows also significant contributions.* Professor Jennifer Austin's article "Grammatical interference and the acquisition of ergative case in bilingual children learning Basque and Spanish" will be published in the journal *Bilingualism: Language and Cognition* in October of 2007. In addition to the NEALLT conference on MOO, she co-authored the poster "Cross-linguistic influence in early, balanced bilinguals" presented at the Conference on Language Acquisition and Bilingualism, held in Toronto, Canada ( May 2006) and lectured at the Workshop on Bilingual Convergence held at the Pennsylvania State University on "Negation and interrogation in Spanish-English bilingual children" (Dec. 2005), at the Boson University Conference on Language Development (Oct. 2005) and at the Cognitive Development Society Meeting in San Diego (Oct. 2005).

Professor Kimberly DaCosta Holton published her first book, *Performing Folklore: Ranchos Folclóricos from Lisbon to Newark* ( Indiana University Press, 2006). She is working on her second one, *Building Ethnic Communities: Portuguese Immigrants in the Northeastern US.* ( co-edited with Andrea Klimt). She published a peer reviewed journal article, "Pride, Prejudice and Politics: Portuguese Folklore Performance Amid Newark's Urban Renaissance." *Etnográfica*. IX (1): 81-101 and a book review of *D'Albuquerque's Children: Performing Tradition in Malaysia's Portuguese Settlement* (Margaret Sarkissian, University of Chicago Press, 2000) *Ethnomusicology*. 50, 1: 151-53. Holton has two additional articles in press: "Fado Historiography: Old Myths and New Frontiers." *P: Portuguese Cultural Studies*, (forthcoming, Winter 2006) and "Migratory Polemics in Lídia Jorge's *Vale da Paixão*." *Para Um Leitor Ignorado: Ensaio Sobre a Ficção de Lídia Jorge*. Ed. Ana Paula Ferreira. Lisbon: Dom Quixote (forthcoming in Winter 2006). Holton presented papers at three national conferences: "Thugs and Prostitutes, Nuns and Rustics: The Politics and Poetics of Portuguese-Brazilian Conflict in Newark, New Jersey"( Northeast Modern Language Association, March 2006); "Paradise and Perdition: The Role of Africa in the Lives of Portuguese Immigrants in Northern New Jersey" (Oral History Association, November 2005) and "Folklore's Role in Renovating "Pariah People and Places: Ranchos Folclóricos in Newark, New Jersey" (American Folklore Society, October 2005). She also gave an invited paper "Fado Historiography: Old Myths" at Yale University, March 2006 and two book launch presentations at the Newark Public Library, (April 2006) and the Sport Clube Português (May 2006). Finally, Holton was awarded a Uses of Diversity in Undergraduate Education Grant for her project "Introducing Lusophone Africa to the Portuguese Studies Curriculum."

Professor *Asela Laguna* contributed with four entries to the *Latina Encyclopedia* (Grolier Press, 2006), one to the *Encyclopedia of Latinos and Latinas in the United States* (Oxford University Press, 2005), more than a dozen entries to the *Encyclopedia of Caribbean Literature* (Greenwood Press, 2006), and one essay, "Puerto Rico y los puertorriqueños en el amplio mosaico hispano/latino en los Estados Unidos," *Influencia hispana en los Estados Unidos* (2006). She also received a Leaders in Diversity Award from the Office of the President (April 2006).

Professor *Elpidio Laguna* served as director of Rutgers' Study Abroad Program in Salamanca (summer 2005) where 38 students participated. He published in *El Cotidiano*, the official journal of the National Institute of Anthropology and History in Mexico an article entitled "Americanización, Globalización, Anglobalización" (2005). A presentation at the international conference on History Under Debate (Santiago, Spain, summer 2004) has been accepted for publication, while another one ("Los conceptos civilizacionistas y el mundo hispánico: de los paradigmas a los cabos sueltos") has been translated into German under the title "*Zivilisationsbegriffe und Geschichtsschreibung von Paradigmen zu offenen Fragen*" and will be part of special issue dedicated to the Hispanic World in *Zeitschrift der Weltgeschichte*, a journal of the U of Bern.

Professor *Nela Navarro*, coordinator of WAC to the department, organized several workshops and served in the May 2006 WAC Colloquium. In addition she joined a team of Rutgers faculty (along with Alex Hinton and Tom La Pointe) to evaluate Documentation Center of Cambodia Victims of Torture project and co-author "Truth, Trauma, and the Victims of Torture Project: Helping the Victims of the Khmer Rouge" and presented papers on "Multiple Uses of the Internet in the Language Minority Classroom" (Kings College, London, March 2006); "The Democratization of Information in the Global English Classroom" (Shanghai International Studies University SU, China, August 2006) and "Introduction to the Concept of Culture: East / West Perspectives in the Language Classroom" (Royal University, Cambodia, July 2006). She is working on a text tentatively entitled Longman Writing Companion for Language Minority Students (under contract with Pearson/Longman). Professionally she has served as a reviewer for *Expressways for Writing Scenarios* by Kathleen Mcwhorter, *¡A Su Salud!* (University of North Carolina and Yale University Press 2005) and *Spanish for specific purposes* (health care) and *An Introduction to Spanish for Health Care Workers* by Robert O. Chase and Clarisa B. Medina Chase.

Professor *Robert R. Stieglitz* has published an article on "Classical Greek Measures and the Builder's Instruments from Ma'agan Milkhael Shipwreck" (*American Journal of Archaeology*, 2006), and participated in the VIth International Congress of Phoenician-Punic Studies, Lisbon, Portugal, (September-October 2005) where he lectured on "The Spouse of the Goddess Astronoë" (proceedings in press). In addition, he has given public lectures on "The Philistines: Peleshet to Palestine" (Temple Beth-El, Patchogue, NY, October); "New Discoveries on the Temple Mount" (108th St. YM/YWHA, Queens, NY, October); "The Philistines: Peleshet to Palestine" (Mount Saint Mary College, Newburgh, NY, October); "Changes and Progress in Archaeological Techniques 1949-2006" (Biblical Archaeology Society of Northern Virginia, Alexandria, VA, June) and "The Philistines: Peleshet to Palestine" (Jewish Community Center of Greater Washington, Rockville, MD, May). Prof. Stieglitz serves on the Provost's Newark Faculty Council and on the FAS-N Appointments & Promotion Committee.

Professor *Myra Znayenko* contributed an article "Krasa i pechal u chudnomu epizodi" to a book: Volodymyr Vynnychenko: In Search of Aesthetic, Personal and Social Harmony (New York: UVAN, 2005) and participated in the editing of this volume. She delivered a paper on "Shevchenko and Young Poland, 1829-1840" and chaired a session on "The National Ethnic Context of Ukrainian Literature in Slovakia" at the Sixth International Congress for Ukrainian Studies in Donetsk, Ukraine (June 2005), chaired a session on "Border Identities: Personal and Literary Reflections" at the 11th Annual World Convention of the Association for the Study of Nationalities in New York (April 2006), and participated in a television panel about the World Congress of Ukrainian Studies, transmitted on Channel 5 in Ukraine (October 2005).

Professor *Bonnie Wasserman* chaired a session ("O Heroi, War and the Nation in the Cinema") at the Florida State University Conference on Literature and Film (February 2006) and presented two papers: "Crossing Linguistic and Temporal Boundaries in Latin American Cinema" at Florida State Conference on Literature and Film (January 2005) and "The National Narrative in Lusophone Film" at the South Atlantic Modern Language Association (Atlanta, November 2005). Her book, *Cinema for Portuguese Conversation*, will be published by

Focus Publishing, from Massachusetts. She also participated on a panel for the 2006 Rio de Janeiro Student Film Festival (July) and interviewed renowned Brazilian film director Jom Tob Azulay. In addition she helped recruiting at least 7 new Portuguese minors.

11) The *Department continues to service the university by participating in a* multitude the university, campus and departmental wide committees, ranging from membership in CAPR, Senate, to participating as chairs of ad hoc promotion (Dept. Of Latino & Hispanic Caribbean Studies) or members of graduate school committees (Department of Spanish & Portuguese) in New Brunswick, the Council to the Provost, Honorary Degree, American Studies Program, Travel Committee, technology liaisons, and many more.

Last, CMLL would like to express sadness for the retirement of Professor Josephine Grieder. As a professor of French, Dr. Grieder left a legacy of excellence as a rigorous and demanding professor, who instilled love and deep appreciation of the French language, literature, and civilization in her classes. As a scholar she has left a body of works essential to anyone interested in Anglo and French literary relations during the 18<sup>th</sup> century. As a citizen of the Department and the institution she served in numerous departmental and college committees, such as chair for many years of the Courses of Study Committee. She served in two different decades as chair of the Department, and presided over some important matters ranging from the change of the name of the Department from Department of Foreign Languages to the present one, to finally completing the long term dream of a language lab. During her second chairmanship she was instrumental in bringing to fruition some important initiatives that were started in the previous department chairmanship, namely, efforts to integrate technology into the language classroom and the signing of a second, more elaborate and comprehensive agreement between Portugal's Instituto Camões and Rutgers. In addition, she presided over the opening of the Center for Portuguese Language at Dana Library, and the inauguration of the Language Lab at Bradley Hall. None of these would have been achieved without her endless dedication, support and hard work.

**DEPARTMENT OF EARTH & ENVIRONMENTAL SCIENCES**  
**Alexander E. Gates, Chair**

During the 2005-2006 academic year, the faculty of the Department of Earth and Environmental Sciences offered a successful curriculum in Environmental Geology and Environmental Sciences both at the undergraduate and graduate levels.

**PERSONNEL CHANGES**

Dr. John Puffer announced his retirement at the end of the 2005-2006 academic year. He took a terminal sabbatical in the spring of 2006 and he is now Professor Emeritus. Although the department conducted an exhaustive search and had everything in place to hire Dr. Michael Borda, an excellent candidate, as a result of the budget shortfall the search was terminated. Dr. Nathan Yee applied for a position at University of Waterloo, Canada and received an outstanding offer. Instead of accepting it, he arranged a position at Cook College and left the department at the end of the year. These losses left the department with three faculty members which, considering the commitments and responsibilities, is not a manageable situation.

**FACILITIES**

There were major problems regarding the occupied space in the York Center at NJIT during the 2005-2006 year. Dr. Gao has specific needs of a dust-free "clean" lab for her well-funded research projects. It took the entire academic year to get her lab at the York Center into a marginally acceptable condition. It is still too small for her work and personnel (2 post-docs, 3 graduate students, 1 undergraduate) and has periodic problems with a lack of deionized water and leaks in the vents and windows but she is making due. Dr. Slater has had a vigorous research lab with 7 graduate students operating at the York Center. His space has become too small for his needs to the point where Dr. Gates donated his personal office at York to Dr. Slater and his research lab for graduate student use. Dr. Slater also donated his personal office at York to graduate students to meet the space needs. Issues of telephones and computer access remain as sticking points in the smooth running of the program at NJIT. The Biology main office was transferred to Earth and Environmental Sciences and is being used.

**UNDERGRADUATE PROGRAMS**

The Geology Major

Students concentrating in Earth and Environmental Sciences include those in "**Classic Geology**" or "**Environmental Geology**." These undergraduate programs continued to attract some of the better students as majors from among those who take our introductory geology courses primarily as part of the college laboratory science requirement. Practically all of our geology majors who graduated during this period chose the Environmental Geology option and are already employed in industry with excellent starting salaries. Although the number of majors began low during this period, seven students declared Geology majors during the year. The increased price of energy has attracted many to consider careers in Geology which may greatly increase our numbers in coming years. There are about 15-20 undergraduate majors.

The GeoScience Engineering Major

This collaborative program between NJIT Civil Engineering and Environmental Science and this Department began in January 1998. There are presently four majors in this program, which is expected to grow much faster during the next couple of years through planned increased recruiting efforts. Geoscience Engineering was designated as "a career of the 21<sup>st</sup> Century" by the Newark Star Ledger.

The Environmental Sciences Major

This interdisciplinary and intercollegiate major (biology, chemistry (NJIT), geology) continued to be successful with about 15-20 majors in total. The faculty of this Department participated both in terms of offering required or recommended courses as well as in terms of administering the program. Changes to the program requiring a minor were agreed upon but not yet instituted. Good career opportunities keep



this major attractive.

### Service Courses

The offering of courses for the NCAS laboratory science and natural science requirements has always been one of the department's major tasks, usually servicing about 350 students per semester. During previous years we have been unable to offer enough sections of introductory courses (lecture and laboratory) to satisfy student demand. Newly allocated TA's plus other budget improvements during the past couple of years have allowed the Department to offer more sections of introductory courses (both lecture and laboratory) to satisfy most of the student demand. The new interdisciplinary course in Natural Disasters continues to attract more students than can be accommodated. A companion course in Environmental Disasters attracts significant numbers and the renovated course in Weather and Climate has now become popular. This year we serviced about 750 students in the Laboratory Science courses and 200 students in Natural Science courses.

## **GRADUATE PROGRAMS**

There are now approximately 45 students in the graduate programs administered by the department. Applications from top quality candidates on an international basis remains very high and we are competitive with major universities on a national basis. We now enroll students who have full offers from schools such as Penn State, University of Texas at Austin and University of California at Davis and even get transfer students from schools like Washington University among others. The graduate program is still making good progress towards becoming one of the best in the region. We graduated our second and third PhDs.

### M.S. In Environmental Geology

This program, a collaboration between this Department and the Departments of Geological Sciences at Rutgers-New Brunswick and Civil and Environmental Engineering at NJIT, had its sixth full year of operation in 2003-2004. It now enrolls about 10 part-time and one full-time students. We plan a new advertising campaign this summer to increase enrollments.

### M.S. and Ph.D in Environmental Science

This program, a collaboration among the departments Chemistry (NJIT), Biological Sciences and this Department has just completed its sixth academic year. The Ph.D. track in Geology has allowed this Department to obtain graduate teaching assistants for its introductory laboratory courses. Of the current students we have 14 graduate students on some sort of support both TA and RAs. The caliber of the graduate students and program in general has improved to the point where it is now comparable to some major state programs in the area if not the country. More TA lines are desperately needed to maintain this momentum especially with the anticipated recruitment of a new faculty member.

## **RESEARCH AND PUBLICATIONS AND SERVICE TO RUTGERS AND THE PROFESSION**

The five faculty members of this Department served on several departmental, campus and university projects as committee or task force members. They also served the profession and participated in scholarly activity that produced significant publications.

### Research and Publications

For the period 2005-2006, four faculty produced 1 field guide, 1 book and 14 refereed papers and chapters in journals and professional volumes. This is extremely high output for the Earth Sciences and comparable with the best of departments on a national level. Most of the papers are of world-class caliber. In addition, they published one regional geologic map. They also now have a total of approximately \$4.2 million in external support and \$100,000 in department scholarships from external support. Several new faculty in Biological Sciences strongly overlap the new faculty in Earth and Environmental Sciences. New collaborations are already beginning and we eagerly anticipate future collaborative research programs and projects.

### Service to Rutgers and the Profession

Two faculty members (Yee, Slater) served as Associate Editors for journals and newsletters. Dr. Gates served as Past-President for the National Association of Geology Teachers, Eastern Section and President of Geological Association of New Jersey.

### Faculty Accomplishments

#### **Dr. Yuan Gao**

Dr. Yuan Gao has been a great addition to the department. In the past year despite numerous obstacles including problems with having no usable laboratory for most of the year, Dr. Gao has produced an impressive body of scholarly achievement on the input of continent-derived dust into the Pacific Ocean. In addition, she built an air pollution sampler (the only one of its kind in Newark) for research and has established a vigorous research lab based upon significant external funding. Dr. Gao has two papers in press in top journals and three others in review. All were produced since she arrived at Rutgers 3 semesters ago. She presented 6 papers at professional meetings. Dr. Gao is phenomenal at grantsmanship; the best that this department has ever seen. She brought in a total of \$926,169 in external funding since arriving at Rutgers-Newark. The biggest of these is a large NASA grant but she also has funding from NSF and EPA.

#### **Dr. Alexander Gates:**

Dr. Gates continued his field research in the Hudson Highlands. Two graduate students have been conducting research on bedrock and environmental problems in the Highlands. He published one book this year on earthquakes and volcanoes, one field trip volume, a chapter in a volume on Geotourism and several field guides. He has also been continuing his work on geoscience education and served as Project Director of a \$1.8 million NSF grant to improve science education in the Newark Public Schools. He served as Executive Director of the Highlands Environmental Research Institute and as President of the Geological Association of New Jersey for whom he ran the 2006 conference. Dr. Gates was awarded the 2006 Charles T. Pine Award for excellence in teaching.

#### **Dr. Lee Slater**

Dr. Slater has established himself as one of the top people nationwide in the field of Environmental Geophysics. This is clearly obvious considering the numerous (seven in all) prestigious professional positions that he has been invited to hold. These offices range from Associate Editorship of a major journal to Convener of a special session at a meeting.

Dr. Slater has authored or co-authored seven peer-reviewed journal articles in 2005-2006. Four of these articles are co-authored by Rutgers University graduate students, as well as one postdoctoral scientist. He has given three keynote addresses in sections. He was also the lead author on a prestigious international news piece in EOS, a high profile newsletter. Dr. Slater received two awards from the National Science Foundation as well as awards from the US Department of Energy and MERI. These awards have a total of \$268,000 in funds. In May 2006, the second PhD graduated under Dr. Slater from our joint PhD program with NJIT. This a significant achievement considering that he is only in his fourth year at Rutgers. Graduate PhD students Nasser Mansoor and Yuxin Wu will graduate in January 2007 and Debonne Wishart will graduate in May 2007.

**DEPARTMENT OF ECONOMICS**  
**John W. Graham, Chair**

Despite crippling budget cuts which hit the University at the end of the 2005-06 school year, the faculty in the Department of Economics remain committed to providing first-rate training to our undergraduate students and to expanding our offerings to graduate students. At the undergraduate level, each year we teach hundreds of students who take our introductory courses in micro, macro and statistics and we now serve more than one hundred students who major or minor in economics. At the graduate level we offer a 30-credit MA in Economics to a growing pool of students and many of our faculty teach or supervise PhD dissertations in graduate programs in business, global affairs and public administration.

At the undergraduate level, 767 students took introduction to micro, macro and statistics during fall 2005, with especially heavy enrollments coming from undergraduate RBS students who are required to take these courses. In spring 2006, enrollments in these 3 gateway courses were 748 students. Fifty-six students graduated during the past year with a major or minor in economics. Many of our best students double or triple major, with mathematics, finance and accounting the most popular combinations. Eleven of our graduates were inducted into Omicron Delta Epsilon, the national honor society in economics. The total number of majors and minors in economics continues to increase. At last count, 94 students have declared economics as their major.

The MA program graduated 6 students this past year and admitted 10 new students. The Department of Economics works closely with the School of Business to provide our students with a program that is rich in both theory and practice. All students are required to take three core courses (Microeconomics, Macroeconomics and Econometrics) and seven electives. The students may choose from a wide range of courses offered by both the Department of Economics and the School of Business to satisfy graduation requirements. A full-time student can expect to finish this 30-credit program in 3 semesters. Part time students may also choose from a variety of courses offered after work hours. The program is attractive to students who desire a master's degree to bolster work credentials; however, the program is flexible enough to meet the needs of students who desire to continue their studies towards a Ph.D. in economics. This past year we offered 6 masters courses, including 2 graduate courses in international economics which are also attractive courses for graduate students in global affairs. We hope to be able to offer more MA courses in the future, if the budget permits.

One of the highlights of this past year was the success of our undergraduates who participated in the Fed Challenge at the New York Federal Reserve in November 2005. The challenge requires a team of students to give a 20-minute presentation on monetary policy, acting like the Federal Open Market Committee, and then to respond for 15 minutes to the questions of a 3-judge panel. Our 6-student team placed second out of 5 teams in their division, bowing only to a team from Seton Hall by a few points, but outscoring teams from Columbia University, Fordham University and Iona College. This coming year, we will again enter the competition with a team of 10 students. One of the students from our team who graduated this past May is now working as a research assistant at the Board of Governors of the Federal Reserve System in Washington, D.C.

Our faculty members are committed to teaching, but they also maintain active research and professional service agendas. **Leo Troy** presented his work on the international decline of private-sector unionization at conferences in Denmark and Germany. **Mariana Spatareanu** had two papers published on foreign direct investment, one in the *Journal of Applied Economics* and the other in the *Review of World Economics*. **Sara Markowitz** had 4 new articles on health topics published, 2 in the *Eastern Economic Journal*, one in *Health Economics* and another in the *Southern Economic Journal*. **Peter Loeb** organized a conference session and presented a paper on transportation issues at the meetings of the Eastern Economic Association and had a paper accepted for publication in *Transportation Review*. **John Graham** presented a paper to the Rutgers-Newark Women's Studies workshop on the potential impact of same-sex marriage on traditional heterosexual marriage. **Douglas Coate** wrote a paper on alcoholic beverage license regulation which he submitted for possible journal publication and he prepared a report on the topic for the Director of the State of New Jersey Alcoholic Beverage Control Agency. **David Goldbaum** had two papers published in the *Journal of Economic Dynamics and Control* and one in the *Journal of Economic Behavior and Organization*. **Jason Barr** had an article published in the *Urban Review* on charter schools and another article in *Social Choice and Welfare* on the European Union.

**DEPARTMENT OF ENGLISH**  
**Virginia Tiger, Chair**

Department faculty play a prominent role in undergraduate and graduate education at Rutgers-Newark. Although the English major is only the eleventh largest (out of 52) major programs, the department teaches a great number of FTE, third only to the Biology and Psychology departments. English department faculty offer the major and minor in English, the Masters in English and will offer the MFA next year. In conjunction with Urban Education, the department runs the college-wide undergraduate Integrated Writing Program; it offers courses that contribute to majors in Journalism, Women's Studies, American Studies, African-American Studies. Members help administer the programs in Afro-American and African Studies, Women's Studies, American Studies, the forthcoming Ph.D. in American Studies and the Rutgers Institute on Ethnicity, Culture, and the Modern experience.

Under the leadership of Dr. Jonathan Hall, the Interim Director of the Writing Program, significant changes have been made to the required sequence of course in English Composition, his faculty now residing in the refurbished Conklin Hall offices along side the Writing Center and PALS. Under Ms. Patricia Bender supervision, the Writing Center provided expanded service in tutoring and workshop assistance to undergraduates, many of whom are enrolled in the writing intensive courses developed in response to the college's Writing Across the Curriculum requirement. Mr. Carmine Simmons, one of the Department's eight Assistant Instructor's was this year's WAC coordinator and organized the May 2006 WAC Conference.

Under the leadership of Dr Janet Larson the English Graduate Program continues to enroll a strong cadre of students studying for the Master's degree, following a literature track or a concentration in Creative Writing. Once again the quality of both undergraduate and graduate students' writing was made apparent in the department's two literary occasions-the "Fall Fandango" and the "Spring Revel".

This year and especially in Spring 2006, the department had to spend much time developing austerity responses to the unprecedented state budgetary cuts. Nine courses for Fall 2006 had to be cancelled while fourteen courses had to have their stop point enrollments raised to 48. Note the least of the baleful consequences has been the increasing in the work load of staff members, since other staff positions have been excised. But the department's deepest loss for future growth is the following. After extensive interviewing in Fall 2005, the department selected among some 85 applicants a candidate for a new Assistant Professor position in Post Colonial Literature and Theory. The very first week the successful candidate was being offered the position, that position was frozen and that individual, along with two others on the short list, took positions in other research institutions.

Most members of the department published articles in peer reviewed journals and national magazine, presented papers at academic conferences, and edited scholarly journals. Among these are the following:

Belinda Edmondson: "The Myth of Black Immigrant Privilege" *Anthurium* 4:1

Barbara Foley: Encyclopedia Entries on John Dos Passos; Ralph Ellison' Myra Page; Jean Toomer in *Encyclopedia of Literature and Politics: Censorship, Revolution, and Writing* Greenwood Press.

Carol Heffernan: "Two 'English Fabliaus': Chaucer's 'Merchant's Tale' and 'Shipman's Tale' and the Italian Novelle" *Neophilologus* 90

Virginia Tiger: "'Our Chroniclers Tell Us': Lessing's Sequel to Mara and Dann" *Doris Lessing Studies* 25:2.

Belinda Edmondson: invited lecture for Yale's University's "Globalization and the Caribbean" conference; "The Black Romance" Depaul University; "In/Humanities" Caribbean Studies Association.

Barbara Foley: "Dialectics and the Left" lectures to conferences in Wuhan and Shanghai; lectures on a range of topics (african-american literature, US literary radicalism, marxist theory) to a half-dozen universities in Sichuan province and Beijing as well as Central China Normal University in Wuhan.

Carol Heffernan: "Boccaccio's 'Decameron'" and "Chaucer's 'Canterbury Tales: Thinking on Your Feet and the Set-Piece" Modern Language Association, Washington

Virginia Tiger: "Doris Lessing's The Golden Notebook and A.S. Byatt's Babel Tower:' Laminations' as Narrative Strategy" Modern Language Association, Washington.

Minoo Varzegaar: "The Role of Women in the Constitutional Revolution of 1906" Northeastern Illinois University; "Error analysis and ESL Writing Errors" NJTESOL/NJBE; "The impact of the Constitution of 1906 on Women" Northern Virginia Community College.

**DEPARTMENT OF HISTORY**  
**Jan Lewis, Chair**

This year was clouded by the draconian cut in state funding for Rutgers, which cost us half a staff position (on top of another half lost two years earlier, for a 50% cut in staff), a significant portion of our part-time lecturers, and a portion of our below-the-line funding. Our remarkably able Department Administrator, Christina Strasburger, has borne the brunt of these cuts, as her work load has increased dramatically (and, to our mind, unacceptably.)

In addition, we lost our historian of South Asia, Prachi Deshpande, when she accepted a position at the University of California, Berkeley. In her two years in the Department, she demonstrated that there is indeed great student interest in the history of this region, and we are eager to be able to replace her. In anticipation of the budget cuts, we complete our search for a nineteenth-century historian of the United States before the first of the year. We hired Todd Stevens, an extraordinarily talented young historian of Chinese immigration to the Pacific Northwest. Trained as a legal historian, he is also fluent in Mandarin. He will teach courses in immigration history, legal history, Asian American history, and business history. In addition, Annette Gordon-Reed, a distinguished historian of African Americans and the law, best known for her work on Sally Hemings and Thomas Jefferson, will spend every spring in our Department through a unique arrangement with New York Law School, her home institution, where she will continue to spend every fall.

As part of the ongoing process of assessment, the Department revised its senior seminar program for majors. We found that students were arriving in the senior seminar daunted by the prospect of writing a 25 or 30 page paper, not having written major research papers previously. In addition, students pursuing certification in teaching were having difficulty taking the seminar in the spring at the same time that they were doing their student teaching. Henceforth, the seminars will be topically focused, with semester-long, topically-focused seminars in historical methods and in research. Students may take them beginning in their junior years.

The members of the Department continue their active programs of research, service, and teaching. We are especially pleased with our cohort of junior faculty. Dr. Eva Giloi will mount a conference in Spring 2007 on Constructing Charisma, in collaboration with the Remarque Institute at NYU. Drs. Clement Price, David Freund, and Jan Lewis have been working with the Newark Public Schools to establish a History High School in Newark, which opened as a program within a school in September 2006, and Dr. Freund has obtained funding from the Gilder Lehrman Institute to run an American History Saturday Academy for Newark high school students on our campus. Dr. Gary Farney for the second year has run the Rutgers Study Abroad summer program in Greece. Dr. Susan Carruthers has been awarded a year-long fellowship at the Charles Warren Center at Harvard University. These are challenging times, but the members of the department remain productive and engaged.

## HONORS COLLEGE John Gunkel, Director

At the conclusion of its seventh year as a four-year program and with a student body of 423 students, the Honors College is very well established on the Rutgers-Newark campus. Members of the Arts and Sciences faculty support it enthusiastically and look forward to teaching in its curriculum. The Honors College also has continued its mission of engaging the metropolitan community beyond the classroom by greatly expanding the internship and service opportunities that it offers its students. These opportunities, together with its success in offering challenging, enriched classroom instruction and on-campus research assistantships for its students, have ensured that the Honors College continues to attract many of urban northern New Jersey's top achieving students to the Rutgers-Newark campus.

**Enrollment:** The 2005-2006 academic year was one of rebuilding student enrollments after the Honors College graduated its largest ever senior class in May 2005 and successfully transferred the last of the large cohorts of students that had been admitted to the 2+4 program with the Ernest Mario School of Pharmacy in New Brunswick. At the beginning of the academic year, the Honors College numbered 382 NCAS students: 94 freshmen, 85 sophomores, 94 juniors, and 109 seniors. For the sake of comparison, there were 395 Honors College students at the beginning of the fall 2004 term, 381 in the fall of 2003, 350 in fall 2002, 320 in fall 2001, 259 in fall 2000, and 179 in fall 1999. The continuing large number of May 2006 Honors College graduates (61) and its greatest ever number of mid-year recruits from among the campus' existing student body (41) attest to the continuing attraction that its challenging coursework, research opportunities, internships, and scholarships hold for Rutgers-Newark students.

**Curriculum:** To meet the instructional needs of the Honors College's freshman class, the NCAS Writing Program provided first-rate instructors for five sections of Honors English Composition that were offered this year. Similarly, the Department of Economics continued its expanded Honors College offerings that include a section of both Introduction to Macroeconomics and Introduction to Microeconomics. With the assistance of the English and History Departments, thematically linked, Honors-only sections of history and literature also were offered for the Honors College sophomores. These sections covered a single topic over the course of the semester, enabling students to take an in-depth look at diverse aspects of the subject of the courses. The thematically-linked sections offered this year included "Gender and Family in Recent North American Fiction" (N. Gerber) and "History of Women in the US to 1877" (B. Satter) and "History of American Immigration" (A. Portwood) and "Immigration in Literature and Film" (B. Edmondson). Other Honors offerings in history and literature included "The Making of Modern South Asia" (P. Despandi), "Greek History through Drama" (G. Farney), "Colonialism and Decolonization" (J. Cowans), "Law and Literature" (J. Lurie), "Arabic Literature in English Translation" (K. Kennedy-Day), "Ethnic American Autobiography" and "Contemporary Ethnic Poetry" (B. Seiler), and "Women in Literature" (N. Gerber).

In addition to the courses that the Honors College offered through other academic departments, there also were the Honors College's own seminar courses. At the freshman level, colloquia were offered to introduce incoming freshmen to each other and to Honors-level intellectual inquiry. In the fall, first-year Honors College students could select from a seminar on "Justice & Equality" (J. Gunkel, Honors College) or "Science and Religion" (D. Morrison, Biological Sciences). In the spring, "Justice & Equality" was offered again, along with "Federalism and the Evolution of Public Security" (M. Maxfield, Criminal Justice). Upper class offerings included topic seminars from a number of disciplines. "Social Movements and Globalization" (K. Schock, Sociology), "Topics in Urban Economics" (J. Barr, Economics), and "Learning and Memory: From Brain to Behavior" (M. Gluck, CMBN) met in the fall. In the spring, Honors College students had "Biological and Sociological Investigations of Race" (J. Yarotsky), "The Politics of International Terrorism" (Ambassador A. Hassan), and "Contemporary Immigration" (S. Butterfield, Sociology) as seminar options.

The senior capstone course was offered once again to provide Honors College students in their last year of study with the opportunity to engage in an extended individual or collaborative research experience. Forty-six students chose to pursue a year-long independent study project this year, working with primary faculty advisors drawn from fourteen different FAS/N departments as well as the Rutgers Business

School, the School of Criminal Justice, NJIT, and UMDNJ. The capstone seminar, offered as an alternative to the traditional independent study project, was taught this year by Professor Alex Hinton (Sociology and Anthropology). Pursuing the topic of "Transitional Justice," the thirteen students in the course critically examined from an anthropological perspective the political, legal, and social issues that arise when governments and members of the international community pursue claims of justice against regimes accused of having committed genocide and other atrocities against their own civilian populations. The students worked closely with the campus office of the Documentation Center – Cambodia to explore these issues with particular attention to efforts by the International Criminal Court to hold accountable former members of the Khmer Rouge, resulting in a photographic exhibition called "Khmer Rouge, Then and Now: A Photographic History" at the Dana Library. In addition, the students in the seminar attended a speaker's series funded by the Rutgers-Newark Alumni Association that brought international scholars and activists to campus to speak about various issues concerning genocide, international justice, and the International Criminal Court. Talks in this series included "Deadly Cases: Patterns of Genocide and Darfur: Genocide before Our Eyes" (Joyce Apsel, NYU), "Buried Secrets: Truth and Human Rights in Guatemala" (Victoria Sanford, Lehman College), "Truth, Justice, Reconciliation, and Peace: 20 Years after the Khmer Rouge" (Laura McGrew, Coventry University), "The Fate of Cham Muslims under the Democratic Kampuchea Regime" (Ysa Osman, Documentation Center – Cambodia), "Accounting for Atrocities in Cambodia" (Peter McGuire, Columbia University, Bard College), and "Speaking, Truth and Power: Anthropology in the Aftermath of Mass Violence in Indonesia" (Leslie Dwyer, Haverford). The series also included a screening of the film "Samsara: Survival and Recovery in Cambodia"

**Enrichment Opportunities:** One of the main goals of the FAS/N Honors College is to provide its students with access to a wide range of experiential learning opportunities that enable undergraduate students to gain valuable on-the-job skills, knowledge, and contacts by assisting in faculty labs and research projects, working at local firms and agencies, and serving the community through local organizations and action groups. The Honors College works constantly to seek out experiential learning opportunities that excel in providing professional mentorship and supervision, holistic understanding of a given industry and acquisition of skills essential for successful employment after college or graduate school. During the 2005/2006 academic year the Honors College offered many valuable opportunities to its students. Not only did our students take advantage of the array of opportunities that support our mission to help Newark prosper, but they saw the world, grew more mature, built their resumes, and gained valuable work experience in the process. The remainder of this report will include a summary and evaluation of the main elements of this program.

Our Experiential Learning program is our longest running and most established program. Consisting of internships, research assistantships, and other extra-curricular activities such as tutoring, students are given the chance to gain real world experience now and be involved in local community service initiatives. Approximately 39% (or 23 out of 58 students) from the class of 2006 received credit for an Honors College internship or research assistantship at some point during their undergraduate career. And over the course of the past academic year, 29 students registered and received Honors credit for these types of endeavors. Out of these students, over half continued with our mission to benefit Newark by holding positions in the city at sites such as UMDNJ, The Newark Museum, Aljira, Essex County Prosecutor's Office, Essex County Superior Court, Senator Frank Lautenberg's Office, St. Philip's Academy, and The Cornwall Center. These figures show only the Honors College's contribution the campus' mission to be involved in its urban location, but also that our students are obtaining valuable internships that will help them in the job market – some have even led to employment (or promises of employment) after college. For instance, our Psychogenics intern(s) have all been told that there will be positions for them when they graduate. In addition, Valley National Bank has invited all 4 of its past interns to come back and take their management training program.

The Honors College connects with sites throughout the tri-state area but in order to increase the amount of opportunities and resources available to HC students the Honors College continues to work in conjunction with the Career Development Center to offer resume and cover letter workshops as well as Honors-only e-Recruiting sessions.



In order to expedite our goals we are proud to report that the Honors College maintains an open-door policy that allows students to access our services and advisement on a daily basis. We are one of the few offices on campus that will see students any day, at any time to discuss virtually anything. Over the past 12 months the Program Coordinator for the HC alone has seen over 800 students during walk-in periods, scheduled meetings, and organized advisement sessions. Meeting range in time from a few minutes to over an hour and can include discussions of personal issues, academics (course and major selection), career advice, studying abroad, internship or research placement and the development of resumes and cover letters. Student visits to the office peak in November every year.

The primary method for advertising experiential learning activities is through The Honors College E-Newsletter which is currently in its third volume and is archived at <http://honorsnewark.rutgers.edu>. Over the course of the last year thirty-eight issues were delivered to the entire HC student body and contained information on dozens of research, internship, scholarship and numerous enrichment events on and off campus.

In addition to internships the Honors College also emphasizes the importance of taking part in the university community and seeks to offer opportunities for social interaction with peers, faculty, and staff. These events help to further our commitment to developing professional skills such as personal networking, debating sensitive issues, how to find a job or internship, or how to learn about post-grad job and academic opportunities. During this past year student took part in events including:

- A day of service benefiting the Newark Conservancy in which students, faculty and staff worked together to build a perennial garden on our campus plaza.
- Hurricane Katrina relief efforts
- HC Roundtable Committee meetings which offer HC students to voice their concerns and share their ideas for continued success in the Honors College.
- The 1<sup>st</sup> Honors College Alumni Reunion
- Study Abroad Info Sessions

Last but not least, in 2005/2006 we advertised and helped students apply to a number of outside scholarship opportunities such as the Barry M. Goldwater, NIH, and Goldman Sachs Scholarships. We are very proud to report that many of our students were the recipients of prestigious scholarships this year. They include Vanessa Flores who continues to receive full tuition award from NIH as is also a membership in the university's MBRS program. We helped two students (Miodrag Kapoor and Deptina Valree) apply and ultimately get accepted to the Ronald McNair Program. Ms. Sneha Pendse was awarded the Vanguard Scholarship in the amount of \$5000. Mr. John Athanasopoulos received \$10,000 from Schering-Plough for her academic performance and dedication to community service. Finally, Ms. Stephanie Lazzaro was offered a Fulbright scholarship to study in France.

**DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE**  
**Lee Mosher, Chair**

The Department of Mathematics and Computer Science serves the university community in many ways. Our faculty produce world class research in mathematics and receive prestigious grants to carry out their research. We offer a PhD program in Mathematical Sciences, and undergraduate majors in Mathematics, Computer Science, Information Systems, and Applied Mathematics. We administer the FASN mathematics proficiency requirement, we advise FASN on the mathematics placement exam, and we offer service courses for departments within FASN and the business school.

**Faculty activities**

**Overview of research activities:**

The members of the Department faculty conduct research in several branches of pure mathematics, including algebra, analysis, geometry, mathematical physics, number theory, representation theory, and topology. The high quality of this research is recognized by the national and international mathematics communities, as is evidenced by research funding and by many research publications, widely distributed preprints, and public lectures.

**Research funding:**

Six of our fourteen permanent faculty, **Mark Feighn**, **Li Guo**, **John Loftin**, **Zhengyu Mao**, **Lee Mosher**, and **Jacob Sturm** were funded under highly prestigious, competitive grants from the National Science Foundation.

**Research activities:**

Several members of the department faculty published their research in national and international research journals, lectured on their research at seminars, colloquia, and conferences around the world.

**Mark Feighn** does research in topology and geometry. Two of his articles, which last year were in press in the journals *Geometric and Functional Analysis* and *Geometry and Topology*, have now been published. He lectured on his research at several conferences, seminars, and workshops.

**Jane Gilman** does research in geometry. Two of her articles, which last year were in press in the journals *London Mathematical Society Lecture Notes*, and *Geometria Dedicata*, have now been published, and another article was published in the *American Mathematical Society Contemporary Math* series. She has a graduate textbook in press with Springer-Verlag to be published in 2007. She lectured on her research at seminars and workshops.

**Li Guo** does research in algebra and in mathematical physics. His research articles have appeared recently in *Physics Letters B*, in *Communications in Mathematical Physics*, and in the *Journal of Algebraic Combinatorics*. He also has two articles scheduled to appear in conference proceedings, one article submitted for publication currently under revision, and four more articles submitted for publication. He gave numerous lectures on his research at conferences and seminars in Germany, France, Canada, and the United States. In June 2006, he gave a research lecture in China, the first of a series of lectures scheduled for the remainder of summer 2006 to take place at seminars around China.

**John Loftin** does research in analysis. One of his research articles, accepted previously for publication in *Communications in Analysis and Geometry*, was published last year. Another article was published in the *Journal of Differential Geometry*, and still another article was accepted for publication in the *Journal of Differential Geometry*. He gave research lectures at several seminars and conferences.

**Zhengyu Mao** does research in number theory and representation theory. One of his research articles which last year was in press in the *Israel Journal of Mathematics* has now been published. Another article was published in the *Journal of Functional Analysis*, and a chapter in a book published by

de Gruyter. Three more articles are in press, at the journals *GAGA*, *Forum. Math.*, and a book chapter. He gave research lectures in several seminars.

**Lee Mosher** does research in geometry and topology. Two of his articles remain in press at the journal *Transactions of the American Mathematical Society*. Two chapters in books are in press. He gave research lectures in several seminars, conferences, and workshops.

**Jacob Sturm** does research in analysis. His research articles were published in *Communications in Analysis and Geometry*, in *Pure and Applied Mathematics Quarterly*, in the *Journal of Differential Geometry*, and in *Inventiones Mathematicae*. He has two other articles submitted for publication. He lectured on his research at several seminars and at a conference in Poland..

**Ulrich Oertel** and **Diana Shelstad** also continue with their research programs, preparing research articles for publication and lecturing on their research at seminars and conferences.

#### **Faculty service activities:**

**Lee Mosher** served as Department Chair.

**Mark Feighn, Jacob Sturm, and David Keys** served on the department Executive Committee.

**David Keys** served as the department's Undergraduate Program Director and Acting Summer Chair.

**Robert Sczech** served as the department's Graduate Program Director.

**John Randall** and **John Loftin** served on the department Computer Science Program Committee.

**William Keigher** served as co-chair of the Mathematics Curriculum Review Committee, a joint committee with members of the Department of Urban Education.

#### **Graduate Program**

The department administers a PhD Program in Mathematical Sciences, with Prof. Robert Sczech as Graduate Program Director. Thirteen of our fourteen tenured and tenure track faculty are members of the graduate faculty, teaching and advising students. This program is joint with the NJIT Department of Mathematics.

Our PhD program had nine students enrolled, including three students newly admitted for the Fall 2005 semester. A tenth student was out on leave, but we expect her to soon return at least as a matriculation continued student. Eight of the enrolled students were supported by Teaching Assistantships, and one was supported on a grant. Of these nine students, one of the newly admitted students dropped out of the program towards the end of the Spring 2006 semester, and eight plan to return for the 2006-2007 academic year. Four new students were admitted for Fall 2006, three of whom are graduates of Rutgers Newark, and one of whom is a transfer student from NJIT. Altogether we have a planned total of twelve students enrolled for the coming year, who we expect to be supported by a combination of teaching assistantships, dissertation fellowships, grant support, and tuition remission. Of the eight continuing students, two are continuing to work with their dissertation advisors and are expected to complete their dissertations in the near future, three more passed their qualifying exams and chose dissertation advisors, and the remaining three continue to study for their qualifying exams.

Our graduate student population is currently restrained by the small number (eight) of teaching assistantships available to support graduate students. We have been able very recently to muster more

external grant support for graduate students, and we hope to be able to have additional support from the graduate school in the form of dissertation fellowships and tuition remission. But support for the graduate program remains constrained, and we must carefully juggle the admission rate year by year, in order to avoid incoming classes that are under critical mass, leading to students who are isolated with few peers. For example, we do not expect to enroll any new students for the Fall 2007 semester, unless we can find new resources or free up old ones.

On the other hand, we already have a world class research faculty and sufficient facilities to teach and advise more students, and so our rate of production of PhD's would increase proportionately with an increase in the graduate student population. It is only the lack of graduate student support that keeps the program from growing. The PhD program would serve its students and the university better by having more teaching assistantships to support the graduate students.

#### **Faculty activities in the Graduate Program:**

**Jane Gilman** is currently supervising the PhD dissertation of two students, and she taught the Fall 2005 course *Topics in Complex Analysis*. **David Keys** taught the Spring 2006 course *Algebra II*. **Lee Mosher** is currently supervising the PhD dissertation of one student. **Ulrich Oertel** taught the full year course *Topology I and II*. **Robert Sczech** is currently supervising the PhD dissertation of one student, and he taught the Fall 2005 course *Number Theory*. **Diana Shelstad** is currently supervising the PhD dissertation of one student **Jacob Sturm** is currently supervising the PhD dissertation of one student, and he taught the courses *Algebra I* in Fall 2005 and *Topics in Geometry* in Spring 2006.

#### **Undergraduate Programs**

The department offers undergraduate majors in Mathematics, Computer Science, Information Systems, and Applied Mathematics, to students in NCAS and in UC, with Professor David Keys as Undergraduate Program Director. The programs in Computer Science and Information Systems are joint with NJIT. Our undergraduate courses are taught by thirteen tenured and one tenure track faculty, two full-time Assistant Instructors, about fifteen part-time Lecturers, and eight graduate Teaching Assistants.

The department administers the FASN proficiency requirement with our College Algebra and Mathematics for Liberal Arts courses, and with regular proficiency tests, under our College Algebra Coordinator, Assistant Instructor Yusuf Abdi.

We also serve several FASN departments as well as the business school with our calculus courses.

#### **Enrollments in department majors:**

Last year the department graduated 139 students in our four majors: 27 in Computer Science; 27 in Information Systems; 11 in Mathematics; and 2 in Applied Mathematics. These numbers, across the board, are down by about 50% from the year before, following a similar decline in CS/IS the year before. Also, 5 students graduated with a CS minor, and 14 graduated with a Math minor.

Total enrollment in our majors was 169 students: 69 in Computer Science; 56 in Information Systems; 36 in Mathematics; and 8 in Applied Mathematics. This represents a 40% decrease from the previous year in Computer Science/Information Systems, and a tiny increase in Mathematics/Applied Mathematics. Enrollment in our minors included 7 minors in Computer Science, and 24 minors in Mathematics, figures which are a little below last year, but are significantly higher than our long term historical average (due to an explicit push by the department to enroll computer science majors in the mathematics minor).

The continued steep downtrend in enrollment in CS/IS is, we believe, a consequence of the overall contraction of the computer industry in the late 90's and early 00's, which has led to a nationwide contraction in enrollment of computer science majors over this period, according to the Computing Research Association. There is evidence, however, of a turnaround in the computer industry: according to U. S. Department of Labor, the employment figures in Computer and Mathematical Occupations, after

bottoming out in 2001, have been on a steady increase since then. Our department expects, and is prepared for, any ensuing increase in enrollment in the CS/IS majors, but it hasn't happened yet.

#### **Part Time Lecturers:**

Our department currently depends very heavily on Part Time Lecturers in order to staff our course offerings. For example, during Spring 2006, out of 72 lecture sections of undergraduate courses, ranging mostly from 20 to 40 students per section, 34 sections were taught by tenured or tenure track faculty, 29 by PTLs, 7 by AIs, and 2 by graduate teaching assistants.

For several reasons, the department feels that heavy dependence on PTLs represent an unhealthy trend for undergraduate education. For one, PTLs have less training in general than tenured or tenure track faculty: in our department, all of the latter hold degrees equivalent to a PhD, whereas few of our PTLs hold such a degree. Students may easily be misinformed about the qualifications of their instructors. Also, PTLs have a high turnover rate, making it harder to control the quality of teaching in the department as we continually search for PTLs to fill open positions. For these and various other reasons, the department feels that it would better serve the needs of the university by depending less on the services of PTLs.

One solution would be to institute more AI positions. But that would solve only some of the problems, since the training of AIs is typically similar to PTLs. A better solution would incorporate more tenure track positions, or to institute postdoctoral positions.

#### **Department Staff**

The department staff over the last year consisted of one Department Administrator and one Administrative Assistant. In the previous academic year, our Principal Secretary position had been phased out, and replaced by the Administrative Assistant position, in order to meet the department's needs for a staff person with a higher level of technical skills who could in particular work with the department's Pre-Engineering advisor and Undergraduate Program Director, taking on many of their administrative tasks and freeing them up to focus more on the academic issues of their positions. Beth Freda joined the department in the Fall of 2006 as Administrative Assistant, and over the year performed superbly in this position, with a marked positive impact on the department.

#### **Budget Cuts**

In the Spring of 2006, at the request of the administration, departments are asked to carry out a budget exercise to address the budget crisis at Rutgers. The FASN Dean's mandate for this exercise was to cut the PTL and AI allocations in half. The department met this mandate with a plan for cutting 32 courses for academic year 2006-2007, consisting of a cut of 18 courses from mathematics and 14 from computer science. These cuts were concentrated in large lecture courses, particularly College Algebra and the Computers and Programming I course, and in the upper level Computer Science courses.

Although we expect that the actual cut in the department's teaching allocation will be somewhat less than the level proposed in the budget exercise, we nevertheless expect the effect to be severe, with many courses not offered, other courses full up to their stop points, and some students being turned away.

In June of 2006, the dean informed the department that the Administrative Assistant position in the department was being cut from a 12 month position to a 10 month position, with the immediate effect that our current Administrative Assistant, Beth Freda, was being laid off for the months of July and August 2006. We expect that it will be difficult for Beth to continue with us in this position. If she leaves we expect that it will be difficult to find a replacement who is willing to work for only 10 months and who meets the superb standards that we have come to expect from Beth in the brief year that she has worked in our department.

**PHI BETA KAPPA**  
**Lillian Robbins, President**

This past year, we invited 76 seniors to join Phi Beta Kappa. Because we hold our initiation once a year, the group included some people who graduated in May or October 2005, as well as in January, with a much larger cohort for May 2006. Of the new initiates, representing every discipline, 31 % were in the Honors College, 41 % were transfer students, and 12% were both. An additional 22 students who were initiated earlier graduated in May, many of them completing a second or even third major.

The majority of students admitted to Phi Beta Kappa were recognized as outstanding by their departments at the Senior Awards ceremony, and it was gratifying to find that their commitment to academic excellence and the liberal arts was matched by recognition of the importance of community service and family closeness.

Fourteen students were accepted as Juniors on the basis of their even more extraordinary academic accomplishments, and we hope that we will be able to develop some programs in which they can participate during the coming academic year.

The oft-mentioned diversity of our campus is amply personified by our candidates, for many of whom English is the second or third language. Both day and evening students have typically needed to work, and a number have family responsibilities as well. It is most satisfying to recognize that the excellence recognized in this context has no boundaries.

**DEPARTMENT OF PHILOSOPHY**  
**Nancy Holmstrom, Chair**

I started last year's report by saying that despite the Philosophy Department's very small size, 2004-2005 had been very productive for us both individually and collectively, and that I was cautiously optimistic about the future of the department. 2005-2006 was, again, a very productive year for us. However, it is difficult to sustain the optimism I felt last year. We were authorized to do a Search to hire an Assistant Professor with the specialty of Philosophy of Science and Theory of Knowledge with interests in interdisciplinary work, and spent much of the year working on this. This was an important first step on the ladder the department needs to climb. Given the many excellent candidates we found in these interdisciplinary specialties, we hoped to make two appointments thereby simultaneously helping to rebuild the Philosophy Department and contributing significantly to the development of Rutgers University Newark as a research university. Unfortunately, only one appointment was authorized, and even more unfortunately, just after I notified the successful candidate, Stephen Crowley, of Indiana University's History and Philosophy of Science program, the line was cancelled due to a hiring freeze. Our department is now smaller than it was three years ago. Moreover, we are losing half a line this year due to the resignation of Prof. Ed Hartman of the School of Management. The department has a great deal of potential, as will be seen from this report, and Prof. Hartman's resignation could be a great opportunity for us to grow in a direction that would enhance Rutgers Newark as a research university. However, this potential is frustrated by our small size.

With that said, I will turn to the positive achievements of the department, beginning with an extremely positive thing that happened during this past academic year. In recognition of her academic achievements, Prof. Anna Stubblefield was offered a position at another university with a larger philosophy department and a graduate program and she seriously considered leaving. The Philosophy Department and the Administration of Rutgers University Newark rallied to do everything we could to keep her here. We conducted a speeded-up early tenure evaluation process which was successful and we are all delighted that she decided to stay on as an Associate Professor. Given Prof. Stubblefield's excellent scholarship, teaching and service to all levels of the university and the community, I cannot overstate the importance of our success in retaining her.

Our faculty members have been very productive, as well as serving the department, the Rutgers University Newark community and the profession. I will start with the Prof. Stubblefield. Her book *Ethics Along the Color Line* appeared in October 2005. Throughout the year she worked on an article entitled "Beyond the Pale: Tainted Whiteness, Cognitive Disability and Eugenic Sterilization," which was accepted for publication in *Hypatia*. She wrote a review of Melanie Bush's book *Breaking the Code of Good Intentions: Everyday Forms of Whiteness for Socialism and Democracy*. She defended her book at an "Authors Meet Critics" session at the Central American Philosophical Association Convention, and presented papers at four other conferences: "Reparations and Collective Memory" at the Philosophy Born of Struggle conference, "Autism and Philosophy" at the Eastern APA, "Rationality and Gender Oppression" (co-authored with Nancy Holmstrom) at the Feminist Ethics and Social Theory conference, and "The Philosophical Implications of Facilitated Communication" at the Society for Disability Studies. She also contributed significantly to the university and the profession during 2005-2006. She served on the departmental search committee, helped to organize our applied ethics conference and reviewed book manuscripts for John Hopkins Press and Rowman and Littlefield, as well as continuing to serve as Associate Chair of the APA Committee on the Status of Blacks in the Profession.

Prof. Raffaella DeRosa was extremely active professionally last year, presenting papers at five conferences and universities, three of which were outside the United States. She presented "The Myth of Cartesian Qualia" at an American Philosophical Association convention, at Dalhousie University in Nova Scotia and at Bogazici University in Istanbul Turkey; she presented "A Teleological Account of Cartesian Sensations?" at another APA convention and at the University of Istanbul, and finally, "Descartes on Sensory Representation and Misrepresentation" at the Rutgers Center for Cognitive Science. In addition she was invited to present "Prinz's Problematic Proxies" at the University of Manchester, UK, but had to decline because it conflicted with the paper she gave in Nova Scotia. Two of Prof. DeRosa's articles were accepted at journals: "A Teleological Account of Cartesian Sensations," forthcoming in *Synthese*,

and “Descartes’ Quasi-Platonism about Mathematical Essences,” forthcoming in *Protosociology*. All the above scholarship is part of a book project. Prof. DeRosa was also very involved in service to the Rutgers community and to the profession last year, serving as a member of the Philosophy Department Search Committee and the NCAS Undergraduate Assessment Committee, also supervising an undergraduate Honors thesis and serving as a committee member for a Ph.D. thesis in Psychology. In addition she organized the NY/NJ Research Group in Early Modern Philosophy and reviewed an article for *Synthese*. Lastly, she participated in two interdisciplinary reading groups regarding issues of the mind and is interested in developing this on the more formal institutional level of a Center (but this would have to wait until she has tenure and the Philosophy Department grows.)

As Chair of the Philosophy Department I had the usual responsibilities, plus I had the major responsibility for the search, for Prof. Stubblefield’s tenure process and for Jeff Buechner’s reappointment and served on the planning committee for our annual Applied and Urban Ethics Conference. I also served as Director of the Masters in Liberal Studies Program for 2005-2006, replacing Prof. Josephine Grieder who was on sabbatical. This was quite a challenging position to step into for just one year, but when Prof. Grieder decided to retire, I felt that I could not continue to be MALS Director given my responsibilities as Chair of Philosophy. I also am a member of the university wide Executive Council of the AAUP. I am on the Planning Board of the Left Forum, the largest annual conference of left scholars in the country and I presented a paper “Does Historical Materialism Need an Ethics” at the Spring 2006 conference in New York. Additionally, I presented two papers at the Hawaii International Humanities Conference: “Rationality and Gender Oppression” (co-authored with Anna Stubblefield) and “Security, Global Justice and Public Goods.” Throughout the academic year I continued to read and think about a book project on security.

Dr. Jeff Buechner, is on a full-time non-tenure track line, but his academic activities are patently inconsistent with his non-tenure track status. Throughout the year he worked closely with Harvey Feder at the Prudential Business Ethics Center helping to develop their initiatives in the burgeoning field of Bioethics. In the summer of 2005 he was a Faculty Fellow at the Dartmouth Institute on the Human Genome Project. He presented three papers at universities or conferences in the Northeast: “Three Problems in Bioethics,” “Kripke’s Argument Against Functionalism,” and “Epistemological Problems in the Design of Reliable Biological Systems.” He helped to organize and was Co-Director of the Merck Summer 2006 Institute on Bioethics for Newark high school students, which called on his expertise in critical thinking as well as bioethics. This project was a model of the kind of intellectual service to the community that Provost Diner has encouraged. Dr. Buechner was also the principal intellectual force behind this year’s Applied and Urban Ethics Conference which focused on bioethics.

Our Seventh Annual Applied and Urban Ethics Conference had the title “‘Perfect’ Minds in ‘Perfect’ Bodies.’ Co-sponsored by New Jersey medical School-UMDNJ and the Prudential Business Ethics Center at Rutgers, it was another success. Prof. Pheroze Wadia, though retired from our department, came back as a consultant acting as the principal practical organizer of the conference, with Jeff Buechner supplying the principal expertise on the content.

It consisted of three panels:

I. Biomedical Enhancement, Reproductive Selection and Justice, with

- George Annas, Edward R. Utley Professor and Chair of the Department of Health Law, Bioethics and Human Rights at Boston University’s School of Public Health
- Ron Green, Eunice and Julian Cohen Professor for the Study of Ethics and Human Values at Dartmouth College
- Adrienne Asch, Henry R. Luce Professor in Biology, Ethics and the Politics of Human Reproduction, Wellesley College.

II. Methusaleh and Beyond: What Price Biological Immortality?, with

- Donald Louria, Department of preventive Medicine and Community Health, NJMS-UMDNJ
- Michael Rose, Department of Ecology and Evolution, University of California-Irvine
- Larry Temkin, Department of Philosophy, Rutgers New Brunswick.

III. Strength and Beauty: Are There Any Limits?, with

- H. Lee Sweeney, William Maul Measey Chair in Physiology, University of Pennsylvania Health System



- Jeanette Boxill, Department of Philosophy, University of North Carolina – Chapel Hill  
(had to cancel at the last minute)
- Joseph Loughran, Head Basketball Coach, Rutgers – Newark
- Maxwell Mehlman, Arthur E. Persilge Professor of Law and Director of the Law- Medicine Center, Case Western Reserve University and School of Law.

We will be attempting to make the organization of the conference more efficient and to enlist more help from our co-sponsors, but we cannot count on the continued assistance of Pheroze Wadia and the department simply needs more people to continue its leadership role in this important public project.

The above report of our achievements this year should make clear how much potential our department has to contribute to the intellectual life of a great urban research university. However, the fact that our department is seriously understaffed not only inhibits this potential, but makes it difficult for us even to offer a coherent and credible major, and entirely too many students do so with lower level courses and courses taught by PTLs. This is a situation that severely disadvantages our students who want to pursue graduate work in philosophy and hence we have lost some of our best majors over the past two years (to Rutgers New Brunswick, to Barnard College and to Columbia University). This should be unacceptable in an institution of the caliber of Rutgers University Newark. Although we were successful in retaining Prof. Stubblefield, I am not confident we will be able to retain the top quality faculty we have in this department unless we make several more full time tenure track appointments. To start with, Dr. Buechner's line should be converted to a tenure track line.

**PHYSICS DEPARTMENT**  
**Zhen Wu, Chair**

In the academic year 2005-2006, the activities of the members of the Physics Department are detailed below.

**Dan Murnick** taught the following courses: Introduction to Atomic and Nuclear Physics, Individual research, University Physics Recitations.

Publications in refereed journals:

D.E. Murnick, Ozgur Dogru and Erhan Ilkmen, "Laser Based  $^{14}\text{C}$  Counting, an Alternative to AMS in Biological Studies", Nuclear Instruments and Methods in Physics Research, in press.

Conference presentations and invited talks:

1. *Drug metabolism*, D. Murnick, The Gordon Conference on Pharmacokinetics, Holderness School, Plymouth, NH, July 10-15, 2005.

2. *Laser Based Carbon-14 Atom Counting for Drug Metabolism Studies*, D. Murnick, invited talk, Novel Technology Approaches to Applied to Drug Discovery and Development Drug Metabolism, Merck Research Laboratories.

3. *Laser Based  $^{14}\text{C}$  Counting, an alternative to AMS in Biological Studies*, D. E. Murnick, O. Dogru, E. Ilkmen, AMS 10 Conference Sept 10, 2005.

4. *Detection of  $\text{C}^{14}$  isotopes using Laser based Optogalvanic effect*, D. E. Murnick, O Dogru and E Ilkmen, October 20, 2005 at the International isotope Society meeting in Uncasville CT, a poster presentation.

5. *Inventing a Better Light Bulb for Ultraviolet Photochemistry*, D. E. Murnick, April 7, 2006 at the 2006 McLaren Lecture Symposium, Rutgers College of Engineering. Invited Lecture.

6. *Inventing a Better Light Bulb for Ultraviolet Photochemistry*, D. E. Murnick, Westfield High School Saturday Science Program April 29, 2006.

7. *UV Solutions Technology transfer from Rutgers University*, D. E. Murnick, NJ Economic development Agency meeting on Technology Transfer, June 15, 2006.

Dan Murnick was on an NSF review panel in Washington for the Division of Plasma Engineering April 10-11 2006.

Grants:

04/2005-03/2006: (Grant Amount: \$391,925) NIH 5R33 RR018280-04 Laser Based  $^{14}\text{C}$  Counting for Biomedical Studies.

04/2005-03/2006: (Grant Amount: \$279,620) NSF DBI-0456241 Dev. & Field Validation of Innovative Instrumentation for Measurement and Partitioning of Ecosystem Carbon Exchange Using Isotopic Fluxes of  $\text{CO}_2$  Species.

04/2005-04/2006: (Grant Amount: \$30,000) UV Solutions Inc. Visiting Industrial Scientists Agreement.

01/2005-ongoing: (Grant Amount: \$50,000) Merck Research, Laser assisted isotope ratio analysis (LARA) as an alternative to other methods of isotope quantitation.

Internal Grant from Rutgers OCLTT Technology Commercialization Fund (TCF) (Grant Amount: \$15,000), High Electric Field, High Pressure Light Source.

**Zhen Wu** taught the following courses: Quantum Mechanics and General Physics.

Publications in refereed journals:

K. Zhao and Z. Wu, "Evanescent wave magnetometer", Applied Physics Letters, **89**, 261113 (2006).

Conference presentations and invited talks:

1. *Regionally specific hyperfine polarization of Rb atoms at micron/submicron distance from the Pyrex glass surfaces in optical pumping cells*, K. Zhao and Z. Wu, 2006 APS March Meeting, Monday–Friday, March 13–17, 2006; Baltimore, MD.

2. *2D Imaging of Anti-relaxation Coating Quality Using Regionally Specific Hyperfine Polarization*, Z. Wu and K. Zhao, 2006 APS March Meeting, Monday–Friday, March 13–17, 2006; Baltimore, MD.

3. *Evanescent wave magnetometer*, Z. Wu and K. Zhao, Division of Atomic, Molecular and Optical Physics (DAMOP) Meeting 2006, May 16-20, 2006, Knoxville, Tennessee.

4. *A study of Rb hyperfine polarization at submicron distance from glass surfaces*, Z. Wu and K. Zhao, DAMOP Meeting 2006, May 16-20, 2006, Knoxville, Tennessee.

5. *Towards Developing the World's Smallest Atomic Magnetometer*, Z. Wu, The MSS Specialty Group on Battlespace Acoustic and Seismic Sensing, Magnetic and Electric Field Sensors, August 22-24, 2006, Laurel, MD.

6. *Evanescent wave magnetometer*, Z. Wu, invited talk, DARPA/MTO Low Frequency Magnetic Sensors Workshop, August 25, 2006, Arlington, VA.

7. *Recent advances in evanescent wave spectroscopy*, Z. Wu, Colloquium, Department of Physics, Temple University, October 9, 2006, Philadelphia.

Grants:

01/01/2005 -- 12/31/2005 (Grant amount: \$55,000) the Office of Naval Research, *Evanescent wave magnetometer/Gradiometer*.

01/01/2006 -- 12/31/2006 (Grant amount: \$119,550) the Office of Naval Research, *Evanescent wave magnetometer/Gradiometer*.

**Martin Schaden** taught the following courses: Modern Physics, Astronomy & Cosmology (with 46 students), Quantum Mechanics, Introductory Thermodynamics.

Publications in refereed journals:

M. Schaden, "Sign and other Aspects of Semiclassical Casimir Energies", Phys. Rev. **A73**, 042102 (2006).

M. Schaden, "Confinement at Weak Coupling", Nucl. Phys. Proc. Suppl. **161**, 210-217 (2006). Also in \*Cairns 2005, Light-cone QCD and nonperturbative hadron physics\* 210-217 <http://xxxx.lanl.gov/abs/hep-th/0511046>.

"Semiclassical electromagnetic Casimir self-energies", <http://xxx.lanl.gov/abs/hep-th/0604119>.

"Confinement by Design?" accepted and appears in Brazil J. Physics in January 2007.

Conference presentations and invited talks:

1. *Confinement by Design?* invited talk, Infrared QCD in Rio de Janeiro, June 5-9 2006.
2. *A Center-symmetric 1/N expansion; Equivariant BRST and Ghost Condensation; SU(2) gauge theory in covariant (maximal) Abelian gauges; Equivariant gauge fixing of SU(2) lattice gauge theory*, invited talks, University of Sao Carlos in Brazil: June 10-23
3. *Semiclassical electromagnetic Casimir self-energies*, Division of Atomic, Molecular and Optical Physics (DAMOP) Meeting 2006, May 16-20, 2006, Knoxville, Tennessee.

Grants:

My proposal to study "The Semiclassical Approximation applied to Casimir Effects" was funded by the National Science Foundation in May 2006. It includes funds for a graduate student and I have started to work with a graduate student (Liviu Mateescu).

**Grace Marmor Spruch** taught the following courses: General Physics and Physics as a Liberal Art. She has continued to devote a great deal of time and emotional energy, in conjunction with the office of the Dean of Student Affairs, to combat cheating, a major problem at universities these days.

**John Rollino** taught the following courses: General Physics and University Physics. He is also in charge of the undergraduate lab and the introductory physics courses. The lab manual Laboratory Notes for Physics 205-206, first published five years ago, has been revised and is in its revised edition. Experiments are constantly being modified and improved. New equipment has been purchased to enhance the study of waves and vibrations. In the Fall of 2006 the department offered fourteen sections of Introductory Physics lab all of which were filled. New experiments of circular motion and buoyancy will be added next year. John Rollino was elected director of the Junior Division of New Jersey Academy of Sciences.

**DEPARTMENT OF POLITICAL SCIENCE**  
**Mary Segers, Chair**

During the 2005-2006 academic year, the Department of Political Science has continued its remarkable record of publications, grants and awards, and excellence in teaching. This past year, they have published five books and 30 articles and book chapters; they have guest-lectured in major cities on four of the seven continents (Europe, North America, Asia, and Australia); and they have won more than their fair share of prestigious grants and awards. The Department also continues its emphasis on teaching excellence. Every member of our Department scores substantially higher than the university mean on Teaching Evaluation Forms, and more than fifty percent of our tenured and tenure-track professors are categorized as "excellent." Finally, several members of the Department have contributed to the University's media outreach, offering their expertise on the Orange Revolution in Ukraine, the midterm 2006 Congressional elections, and the voting rights of ex-felons.

Highlights of the year were the promotion of both Gabriela Kutting and Mara Sidney to associate professor with tenure, and the recruitment of two new assistant professors, Keesha Middlemass and Heidi Swarts. With a doctorate from the University of Georgia, Keesha Middlemass comes to us from the University of Kansas and the Vera Institute where she held a two-year Andrew Mellon post-doctoral fellowship, while Heidi Swarts, whose doctorate is from Cornell, comes to us from the Maxwell School of Syracuse University.

The Department continued to have high enrollments in its undergraduate and graduate courses, and contributed substantially to doctoral and masters-level programs in Public Administration, Liberal Studies, the Cornwall Center, and the Division of Global Affairs. In 2005-2006, our undergraduate courses enrolled 1,393 students. We served 136 majors and 21 minors in Political Science. At Commencement, 40 of our undergraduates were awarded the B.A. Kehinde Togun, who held the Benjamin Weissman Scholarship during his senior year, was Commencement speaker. Umer Sheriff, who spent the Spring 2005 semester on our Washington Internship, returned to Washington in 2005-2006 as our first Research Fellow at the Center for the Study of the American Presidency.

The Department of Political Science continued to promote Public Service opportunities for students campus-wide. In 2005-2006, we sponsored 36 student internships with federal, state, and local government agencies, non-profit advocacy and service organizations, offices of elected federal, state, and local officials, and campaign staff organizations at all levels. Placements included the Vera Institute, the American Civil Liberties Union, Congressional and Senate campaigns of Frank Lautenberg, Robert Menendez, Linda Stender, William Pascrell, Scott Garrett, the gubernatorial campaign of Governor Jon Corzine, and the mayoral campaign of Mayor Cory Booker. Interns also worked for *The Nation*, the Health Care Institute of New Jersey, the New Jersey Immigrant Policy Network, Amideast (an NGO in Egypt), the Bergen County Office of Emergency Management, and the Morris County Freeholder Campaign of Dana Wefer (an NCAS alumna). Through our CASE courses, students worked in a variety of settings, including the Congressional staff of Cong. Rush Holt (N.J. 12<sup>th</sup> district).

Finally, in the Fall 2005 New Jersey Assembly elections, six of our interns worked on the Clean Elections Project following campaign financing and media coverage of the gubernatorial and assembly races in the 36<sup>th</sup> Assembly District (covering Passaic, Nutley, and 9 towns in Bergen County). The data gathered was then sent to New Jersey Director Ingrid Reed at the Eagleton Institute, who compiled a report on the entire statewide project for the New Jersey State Legislature. Six universities participated in this project: Rutgers-Newark, Rutgers-New Brunswick, Rider, Rowan, Seton Hall and Fairleigh Dickinson. Participation here at Newark was facilitated by Mary Segers and Connie Murray, who both reported on the Project at the March meeting of the New Jersey Political Science Association at the Eagleton Institute.

The Department is proud of its thriving M.A. Program. The graduate program numbered 45 students in the Fall semester and 46 in the Spring semester. Eleven students received the M.A. degree at Commencement in May (five of these were admitted to Pi Sigma Alpha, the National Political Science Honor Society). In 2005-2006, our graduate courses enrolled 361 students. In addition to our own M.A.

Program, these courses served students from the Division of Global Affairs, the Liberal Studies Program, the MPA and Ph.D. programs in Public Administration, as well as other graduate programs.

Emily Berton, one of our graduate students, was an Eagleton Fellow in the Government Fellowship Program of the Eagleton Institute. She completed the M.A. with an Internship in the New Jersey Department of Transportation in Trenton. Koushiki Mukherjee, a doctoral student in Global Affairs, was awarded the first Virginia Walsh Memorial Scholarship. This scholarship of \$1,000 is for research on global environmental issues and was awarded to Koushiki to support dissertation research.

Our faculty continued to be active in media outreach. Alex Motyl was interviewed by Voice of America TV on Ukraine's change of government in the "Orange Revolution." Lisa Hull was the subject of a feature interview by Bob Braun in the February 20, 2006 issue of *The Star-Ledger* on the subject of her new book on ex-felon disenfranchisement. Mary Segers contributed analysis and commentary on the 2006 midterm Congressional elections to ABC News, *New York Daily News*, the *Courier News*, Cablevision's Hudson News Edition (on the Menendez-Kean race), and WMBC-TV. Dennis Gale was frequently quoted by *The Star-Ledger* on the Newark mayoral election and then on the new administration of Mayor Booker.

In addition to faculty accomplishments in scholarship and teaching, our faculty's versatility was on display in other settings. Norm Samuels sponsored two Department gatherings: Alex Motyl in a reading of his latest novel, "Whiskey Priest," and Phil Cerny in concert performing his latest folkmusic. Both events were coordinated by Lisa Hull.

Lisa also hosted the Pi Sigma Alpha Luncheon and Reception at Graduation and introduced our guest speaker, Richard Langhorne. As in past years, Loretta Hardy was the principal organizer of the Reception.

The cumulative totals for students enrolled in Political Science courses were as follows:

<b>Fall 2005</b>	<b>614 undergraduates</b> <b>182 graduate students</b>
<b>Spring 2006</b>	<b>616 undergraduates</b> <b>133 graduate students</b>
<b>Summer 2006</b>	<b>162 undergraduates</b> <b>46 graduate students</b>

Faculty accomplishments during the 2005-2006 AY include the following:

**Phil Cerny** published the book, *Internalizing Globalization: the Rise of Neoliberalism and the Erosion of National Models of Capitalism*, co-edited with Susanne Soederberg and Georg Menz (Palgrave MacMillan, 2005). He also published four books chapters and a long encyclopedia entry on "Neoliberalism." He presented papers in Japan, Australia, England, Scotland, Hungary, and Turkey, and was invited to join the editorial board of the new *Journal of International Trade and Diplomacy*.

**Yale Ferguson** was elected to the European Academy of Sciences in November, 2005. In September, 2005, he gave the plenary address at the First Global International Studies Association in Istanbul, "The Crisis of the State in a Globalizing World," subsequently published in the journal *Globalizations*. This major conference was jointly sponsored by the International Studies Association, the British International Studies Association, the International Relations Standing Group of the European Consortium for Political Research, and some 30 additional International Studies associations around the world.

**Frank Fischer** published two articles in peer-reviewed journals (one concerned participatory governance and political deliberation; the other offered an approach to the study of organizational politics). In addition, he delivered a dozen public lectures in the US and Europe on topics ranging from the American presidency, environmental politics, and foreign policy, including the Iraq War. He also served on a

number of international advisory boards, including the Scientific Advisory Board of the Faculty of Social Sciences at the University of Vienna, the International Advisory Board of Paganni, a European Union-funded project on Governance and the Politics of the Life Sciences, and the ESRC/UK Centre for Evidence-Based Policy and Practice, University of London, Kings College. On campus, he served as graduate director of the Political Science M.A. Program in Spring 2006.

**Lisa Hull's** book, *The Disenfranchisement of Ex-Felons*, was published by Temple University Press and was the subject of Bob Braun's column in the February 20<sup>th</sup> issue of *The Star-Ledger*. She also published the book chapter, "Why Are U.S. Criminal Justice Policies So Punitive," in Rottinghaus and Ewald, eds., *American Criminal Justice Policies* (forthcoming, Cambridge University Press). In Fall 2005, she assumed the responsibilities of graduate director of the Political Science M.A. Program. She served on the Appointments & Promotions Committee, the Flag Committee, and chaired the Provost's First Amendment Committee on issues of campus diversity.

**Jyl Josephson** published *Gender and American Politics: Women, Men, and the Political Process*, 2<sup>nd</sup> edition, co-edited with Sue Tolleson-Rinehart (M.E. Sharpe, 2005). She also published two book chapters plus three peer-reviewed articles in *Perspectives on Politics*, *Feminist Review*, and *Culture and Religion*. She chaired the subcommittee on campus life of the Rutgers-Newark Undergraduate Assessment Committee and was a member of the Provost's Committee on Public Service as a Possible Major. In her capacity as Director of Women's Studies, Professor Josephson organized a major conference for faculty and students as well as a campus-wide series of lectures throughout the academic year.

**Gabriela Kutting** published a book chapter in Dimitris Stevis, ed., *Advances in International Environmental Politics* (Palgrave); she also had an article on the conceptual difficulties of the critical environmental and human security discourse accepted in *Nature and Culture*. In addition, she was engaged in organizing an international two-day workshop on *Science, Knowledge Communities, and Environmental Governance: Global-Local Linkages*. She taught a module in global environmental politics at the University of Kassel as part of the exchange agreement between Rutgers and Kassel during the summer. She presented her work at the International Studies Association Annual Conference as well as the International Sociological Association's world congress.

**Richard Langhorne** published the book *The Essentials of Global Politics* (London: Hodder Arnold, 2006). He was appointed Honorary Professor of Global Politics at the University of Buckingham, UK, during 2006. At Rutgers, he was appointed chair of the Search Committee for the Dean of the School of Criminal Justice.

**Alexander J. Motyl** published articles in *Foreign Affairs*, *Comparative Politics*, *Krytyka*, and *Newsweek International*. He delivered over 20 lectures on aspects of Ukraine's "Orange Revolution" at venues such as the Kennan Institute in Washington, D.C., the Harriman Institute, the University of Toronto, Columbia University, Harvard, University of Pittsburgh, University of Kansas, the University of Regensburg in Germany, and an Aspen Institute conference in Krakow, Poland. In addition, he was interviewed by Voice of America and provided political analysis and commentary for [www.OpenDemocracy.net](http://www.OpenDemocracy.net). Professor Motyl supervised the Rutgers University student and faculty exchange with the University of Kassel.

**Mary Segers** published "Religious Advocacy in New Jersey," in *Representing God at the Statehouse: Religion and Politics in the American States*, edited by E. Cleary and A. Hertzke (Rowman & Littlefield, 2006). She co-authored "Ethical Issues and Public Policy," with Eileen Sullivan, in *Handbook of Public Policy Analysis* edited by Frank Fischer, Gerald Miller and Mara Sidney (Taylor & Francis, 2006). She wrote "The Vatican as a Political Actor," for a *Symposium on Islam and Roman Catholicism as Transcivilizational Political Phenomena* at DePauw University in April 2006. She was also invited to present, "Gender, Politics, and Roman Catholicism in the United States," at a Jerusalem conference on *Gender, Religion and Politics: An International Dialogue*, co-sponsored by Harvard Divinity School and the Van Leer Institute in January 2006. In October, the College of Mount

St. Vincent presented her with the Ad Laudem Dei Award in recognition of “alumnae of distinguished achievement whose professional lives are of national significance.”

**Mara Sidney’s** book, *Multiethnic Moments: The Politics of Urban Education reform*, coauthored with Susan Clarke, Rodney Hero, Luis Fraga and Bari Erlichson, was published by Temple University Press. She published “Fair Housing and Affordable Housing Advocacy: Reconciling the Dual Agenda” in *The Geography of Opportunity: Race and Housing Choice in Metropolitan America* (Brookings Institution Press). She was invited by the Department of Housing and Urban Development’s Fair Housing and Equal Opportunity Office to speak at the 2006 National Fair Housing Policy Conference, held in Orange County, California. She also spoke, by invitation, on a panel “Covering Cities in a Suburban Culture” at the Society of Professional Journalists Region 1 Conference held in Newark.

**Eileen Sullivan** published a book chapter, “Ethical Issues and Public Policy,” co-authored with Mary Segers, in *Handbook of Public Policy Analysis* edited by Frank Fischer, Gerald Miller and Mara Sidney (Taylor & Francis, 2006). Work in progress includes a book on immigration, ethnicity and political identity among Irish Americans and Hispanic Americans. This past year, she has presented four papers as part of this project: at the Northeastern Political Science Association in Boston in November; at the Drew University Conference on the Construction of Irish-American Identity in June; at a Women’s Studies Brown Bag Meeting in April; and at the American Irish Teachers Association Annual Convention in November 2005. She introduced a new undergraduate course, Democracy and Citizenship in a Global Era, this past year. In addition, she served as Internship Director, supervising 36 undergraduate and graduate students. She revived the 790:306 Politics and Literature course, and taught the Research Methods course in the Spring semester.



**DEPARTMENT OF PSYCHOLOGY**  
**Maggie Shiffrar, Chair**

The Psychology Department continues its striking growth in all areas. Our award-winning faculty continues to be recognized. For example, this past year Dr. Jay Rosenblatt received the first ever Lifetime Achievement Award from the Society for Behavioral Neuroendocrinology. This award honors Dr. Rosenblatt's distinguished career as an internationally recognized researcher and leader in the field of parental behavior and its biological bases. Dr. Guenther Knoblich was the only faculty member from the Newark campus to be honored with a Rutgers Board of Trustees Award for Excellence in Research. This award recognizes Dr. Knoblich's groundbreaking contributions to the development of the new field of Social Cognitive Neuroscience. Dr. Lillian Robbins received a special award in recognition of her many years of faithful service to undergraduate honors education. The award was given at a reception for alumni of the Honors Program, which predated the Honors College. Finally, Sally Cerny was the recipient of this year's Psychology Department award for teaching excellence. Sally's dedication to teaching shows in her stupendous teaching evaluations as well as in her amazing ability to organize and teach our large introductory courses in person and over the internet. The Psychology department is very proud of the awards for research and teaching that were received by our faculty this year.

The Psychology Department is especially proud of our amazing year of faculty recruitment with the addition of three outstanding assistant professors. In January, Dr. Mauricio Delgado brought his cutting edge research program to Rutgers, which identifies the neural mechanisms that allow people to make decisions and judgments as well as how emotions modulate those processes. Dr. Delgado's research is of significant interest in the fields of neuroscience, cognition, social psychology and economics. Dr. Natalie Sebanz also joined our faculty this past January. Her internationally recognized research addresses the impact of social constraints on perception and cognition. Her research has fundamental implications for everything from the design of interactive technologies to theories of autism. Dr. Paul Boxer joined our faculty in September. His research examines the development of aggression and anti-social behavior amongst children and adolescents. Dr. Boxer's well-funded research is fundamental for the design and implementation of successful intervention programs for aggressive youth. Lest these recruitments suggest unfettered growth at a time of budgetary retrenchment, we should also note that three assistant professors left the department this year, two to join departments at other universities and one to attend medical school.

Research funding is another indicator of the Psychology Department's excellence in scientific inquiry. In this past year, Dr. Mei Cheng received a large four-year grant from the National Institute of Child Health and Human Development for her research on neurogenesis. Dr. Maggie Shiffrar received a two-year grant from the National Alliance for Autism Research. Dr. Guenther Knoblich received a two-year grant from the Charles and Johanna Busch Memorial Fund. Dr. Catherine Myers received a three-year grant from the National Institute of Neurological Disorder and Stroke plus a one-year grant from DARPA (The Defense Advanced Research Projects Agency). Finally, when Dr. Paul Boxer joined our faculty, he brought along his grant from the National Institutes of Mental Health. These new grants are in addition to current, previously initiated research awards to Psychology faculty from the National Eye Institute, National Institute of Mental Health, National Science Foundation, Seimens, The Spencer Foundation, Office of Naval Research, McDonnell-Pew Foundation, Spencer Foundation, New Jersey Commission on Spinal Cord Research and Rutgers University Board of Governors. In total, members of the Psychology department have over 3 million dollars in active grants.

In addition to the publication of numerous outstanding articles in high impact journals, Psychology faculty members have also produced four books in the past year. Dr. Natalie Sebanz published an edited volume entitled, "Disorders of volition" with The MIT Press. Drs. Knoblich and Shiffrar co-edited, "Human body perception from the inside out" with Oxford University Press. Dr. Alan Gilchrist published "Seeing black and white" also with Oxford University Press. Finally, Dr. Barry Komisaruk's book on pleasure and pain should appear in 2007.

At the undergraduate level, the department continues to support the single largest number of UC majors and the second largest number of NCAS majors. In order to better serve our large and ever growing

undergraduate major, Dr. Gretchen Van de Walle reorganized the requirements of the major and minor to better suit the varied needs of our students. She also created an exciting new opportunity for the most outstanding of our majors—an Honors in Psychology program. Students will be able to complete a year-long honors thesis project doing hands-on laboratory research, internship placements outside the department, or intensive library research on a topic of their choosing. Students who successfully complete the program will graduate with the official designation of Honors in the Major in Psychology. In collaboration with the Career Development Center, Dr. Ken Kressel continued his significant expansion and improvement of our internship program through which several students were offered jobs this year. His efforts were recognized in an impressive article describing the Psychology internship program in a local newspaper.

At the graduate level, the department graduated four Ph.D. students and four Masters students this year. As the department receives 16 lines of state funded support, this means that one-quarter of our program received doctorates and another quarter received Masters degrees this year alone. We expect to continue our strong graduation rate next year. Under the guidance of Dr. Harold Siegel, the director of our graduate program, Psychology graduate students were highly successful this year as they received independent grant funding, presented their research at international conferences, and received awards for their research and research presentations. Dr. Siegel also organized our most impressive graduate recruitment year ever, bringing 8 new degree candidates to our program.

**DEPARTMENT OF SOCIAL WORK**  
**Phylis Peterman, Chair**

The primary mission of the Rutgers Newark undergraduate Social Work Department is to educate and prepare students with the liberal arts foundation, social work knowledge, ethics, values and skill base for social work practice with diverse client populations and a variety of systems. In addition, faculty and staff seek to model the goals of the discipline through their contributions to scholarship, teaching, advocacy, professional and volunteer service on local, regional and international levels.

The department welcomes new faculty member Damian Martinez, a joint appointment with Social Work and Criminal Justice. Damian's research interest, presentations and publications focus on prisoner reentry and support.

**New Projects and Honors:**

The Department is in the forefront of a collaboration with the State of New Jersey, Office of Children's Services (formerly division of Youth and Family Services), to prepare undergraduate social work students for careers in child welfare. The Department is part of a consortium of New Jersey social work undergraduate social work programs, the NJ Baccalaureate Child Welfare Education Program (BCWEP). Eligible students compete for a limited number of traineeships which they complete as their social work internship. If selected, students receive tuition and fees, a book grant and a stipend. In exchange, students commit to positions as caseworkers with the Office of Children and Families. To date, Rutgers Newark has the largest number of students (18) selected for this program. Our students are highly valued for the excellent educational background and skills they bring as well as their maturity, diversity and bi-lingual abilities.

Prof. Shane and Director of Field, Carol Dobos, were part of the core planning group for this project. Carol is the campus coordinator with regard to the students involved.

The Department was honored with the **Trailblazer Award** by the NJ National Association of Social Workers for its role as part of the BCWEP Consortium.

**Teaching and Internships**

The Department continues to take its mission of teaching seriously and with rigor and enthusiasm. We engage in ongoing program and curriculum evaluation and outcomes assessment. From assessment, change is implemented as necessary, resulting in a challenging, well respected major. The major has historically and continues to be urban focused and serves traditional and non traditional students. It is the only program in New Jersey, and perhaps nationally, where students can earn an undergraduate social work degree in the evening.

The Department is in the forefront and has a long history of academic and professional development and service through demanding, supervised, internships.

In 2005-06, 140 social work majors were enrolled in internships contributing over 17,000 hours in direct service to New Jersey social service agencies.

**Scholarship and Service**

**Carol Dobos-Director of Field Instruction:**

Presenter: Council on Social Work Education Conference

Model Curriculum Presentation: *Use of the Learning Plan as it applies to CSWE Standards for Field Practice.* Chicago, Feb 2006.

Baccalaureate Child Welfare Education Program Field Liaison coordinator.

Participant in a televised panel with the Sociology and Psychology Departments. March 2006, Rutgers-Newark. Quitman Street School, "Annual Family Conference," program planning board. Newark, May 2006.

Volunteer: Special Olympics: trainer; coordinator of fund-raising activities, northern New Jersey.

**Elizabeth Sloan Power:**

Prof. Power is collaborating with Prof. Paul Boxer, Dept of Psychology, on a study of children and violence. The Department is also supporting these efforts through our network of agencies and resource people involved in this area of work.

Presentations: Panel participant Rutgers University-Newark's Constitution Day Celebration (part of the Rutgers-Newark Diversity Dialogue series), Robeson Center. *Conversations on Citizenship: Tensions between the First Amendment and Religion in Higher Education*. Sept 2005.

*Drugs in the Workplace: Cultural Sensitivity and Awareness for New York City agency Non Profits*. sponsored by: Body Positive, NYC. February, 2006

*The Importance of Social Work Advocacy: Student Leadership and Learning the Power of Your Own Influence*: Influencing National Policy Symposium Rutgers University-Newark. February, 2006

Coordinated and presented student presentation exhibits on domestic abuse at the 1<sup>st</sup> Annual Conference on Sexual Violence and Abuse, Rutgers University –Newark, March 2006

Coordinated the 2<sup>nd</sup> Annual *Art of Change: We Can Make a Difference* exhibit. Over 240 students, professors, and staff participated in this successful event held in the Robeson Center, Rutgers-Newark. One of the student participants was subsequently asked to present her poster topic to an audience of 200 students at NASW -NJ Legislative Day, Trenton. Sept. 2006.

3<sup>rd</sup> Annual Holiday Toy Drive Newark Emergency Services for Families. Co-collaborated with Kevin Morris (Coach, women's basketball and tennis , Rutgers-Newark Athletics Department); collected hundreds of toys for families in need throughout the Newark area. November/December 2005.

**Phylis Peterman:** Continues in the demanding role as Chairperson; served on Dana Library Search committee for social science librarian.

Editorial Review Board, *Arete Journal*.

Member Institutional Review Board, NJ Institute of Technology;

Presenter: *Careers in the Helping Professions*. Rutgers Day Community Outreach Program. April 2006.

Selected as the faculty signer for fundraising outreach letter to Newark alumni for Hosford Scholars campaign.

Member BCWEP planning committee and Dept Liaison, Office of Children and Families (Trenton); trustee and board member of several community initiatives focused on education and diversity.

**Paul Shane:** chaired and coordinated well attended conference held at Rutgers Newark, "*Jewish Values and Social Welfare*." Attended by over 150 with representatives from many states as well as international participants; chaired and coordinated the Department's annual spring, *Influencing Government Policy Symposium*. The conference is the only major gathering in New Jersey, specifically aimed at undergraduate social work students and faculty. The excellent evaluations and conference growth attest to its impact and value. Prof. Shane provided a key leadership role in developing the Social Justice and Community Institute under the auspices of the Rutgers-Newark Cornwall Center. The Institute will focus on issues of incarceration.

**Gwendolyn Barnes:** Congratulations to Gwen Barnes on her upgrade to the position of Administrative Assistant. She continues her day to day role of handling the varied and challenging needs of the Department and is always seeking and discovering ways to help us function better.

**Social Work Student Organization (SWSO):** NCAS and UC continue the tradition of student activism and had a successful year. Senior Anthony Tukai, was the elected statewide undergraduate student representative for NJ National Association of Social Work. SWSO activities included a highly successful talent show, which drew students from several colleges, creating a sense of community; also participated in community service, fundraising activities and student recruitment. Significant monetary contributions were made to a local charter school and a group home for girls in crisis.

#### **The Future:**

The future is always questionable. Our Department can continue to be a vibrant entity, making great contributions to its students, the campus, the region and beyond. The department has an excellent major, talented and committed faculty and no lack of students. But the current faculty, staff and resources are already stretched beyond capacity. With our ever growing pool of majors, the BCWEP program and other ideas in the pipeline, we are at a critical stage. It will be all but impossible to continue our growth, seek out new opportunities, market our very valuable educational product, produce traditional and non traditional forms of scholarship, add, nurture and retain faculty, without additional resources. Our Department, as are many, is at a critical juncture. But we have great hope and will all be putting our energies into making the future a bright one.

**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**  
**Clayton A. Hartjen, Chair**

As in past years, the members of the Department continue to teach a heavy day/night schedule of undergraduate courses. Many offer courses in the honors college, and all contribute to undergraduate advising. In addition, most members engage in graduate instruction on the Newark or New Brunswick campuses and participate in Ph.D. and MA dissertation and thesis committees, particularly in Sociology, Anthropology, Criminal Justice, and The Division of Global Change and Governance. Most also serve on Ph.D. and MA exam committees and are heavily engaged in both undergraduate and graduate student advisement.

Virtually all members serve on at least one College or University committee and are actively involved in the affairs of the University.

In spite of the heavy teaching load and dedication to University service, faculty members continue to engage in a wide range of scholarly activity and production.

Professor Butterfield is revising her book for further publication consideration by Stanford U. Press, has received a major fellowship from the National Science Foundation to conduct research on immigration at Oxford, England, and has a second book manuscript in production as well as several articles and chapters for anthologies.

Professor Cantwell completed a chapter "Penhawitz and Wampage" for the book *The Archaeology of Individual*, to be published by the Univ. of Tennessee Press. She completed another book chapter that was titled "Under the Blue Canopy of Heaven: The Dutch and the Indians in Seventeenth Century New Netherland" in De Halve Maen to KLM: 400 Years of Dutch-American Cultural Exchange and presented a paper at a conference sponsored by the American Association for Nethrelandic Studies. She also continued her research on the Dutch in early New York.

Professor Cohen served as a member of the editorial advisory board for the Cambridge Dictionary of Sociology, authored 22 entries for this publication and served as a commentator at a session devoted to his work on the sociology of solitude at the Eastern Sociological Society meetings.

Professor Ferguson published three papers: "Tribal, Ethnic, and Global Wars," "Archaeology, Cultural Anthropology, and the Origins and Intensifications of War," and "Tribal Warfare and Ethnic Conflict." In addition, he completed two article manuscripts and continues to work on his book manuscript *Chimpanzees, Men, and War*.

Professor Hartjen continues to serve as editor of the *Journal of Research in Crime and Delinquency*. His book manuscript *Youth, Crime and Justice: An International Inquiry* has been completed and is under review by three publishers. He has begun work on another project involving a global study of the victimization of young people.

Professor Herman's first book, *Fighting in the Streets: Ethnic Succession and Urban Unrest in 20<sup>th</sup> Century America* was published and he received a contract from University of Michigan Press for his second book *Summer of Rage: Newark and Detroit in the Summer of 1967*. He is beginning groundwork for a comparative study of ethnic riots in France and the U.S.

Professor Hinton completed several book chapters and articles and published op-eds in the International Herald Tribune and Washington Post. He was also invited to give lectures in Denmark, Sweden, Haverford College, Canada, Germany, Rutgers – N.B., Phnom Penh, and Weaton College and supervised the photo exhibit "The Khmer Rouge: Then and Now" at Dana Library.

Professor Schock wrote an entry on "Nonviolent Social Movements" for *Blackwell Encyclopedia of Sociology*, published a chapter "Defending and Reclaiming the Commons through Nonviolent Struggle," and resubmitted a manuscript "A Long Hard Slog: Political Opportunities, Social Networks, and the Mobilization of Dissent in Non-Democracies" for *Research in Social Movements, Conflicts and Change*. His book *Unarmed Insurrections: People Power Movements in Nondemocracies* received the Best Book of the Year from the Comparative Democratization section of the American Political Science Association. He was invited to be a visiting scholar at the Australian Centre for Peace and Conflict Studies and has given numerous talks and presentations relating to his work on non-violent social movements.

Professor Sodikoff received the Richard Carley Hunt Postdoctoral Fellowship from the Wenner-Gren Foundation and Faculty Fellowship from the Center for Cultural Analysis at Rutgers-N.B. and gave a paper at the Society for Cultural Anthropology. Her book manuscript is nearing completion.

Professor Henderson conducted research on and worked on a book manuscript regarding the Sepoy mutiny in India. Professor Priyadarsini completed her social-historical novel on Indian women in south India during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. She is seeking an appropriate publication outlet for that volume.

The Department still needs to hire more faculty in sociology in order to offer minimally viable majors/minors in the discipline to both day and night students, besides contributing to the ever growing needs of the College for social science sequence courses and the demands placed upon us by Social Work and Criminal Justice to offer sections of research methods and statistics required of their majors. Additional faculty in Anthropology are also essential if the department is ever to offer a fully viable major and minor in that discipline.

Our Department Administrator, Dawn Wilson, is helping keep the place working and making it a pleasure for us and anyone else to be in the Department.

**DEPARTMENT OF URBAN EDUCATION**  
**Carolyn White, Chair**

The Department of Urban Education is a dedicated, ethnic and racially diverse community of scholars committed to collaborative and innovative approaches to research, teaching, and service, particularly as they relate to urban communities and schools. The work of the department spans the teaching of basic writing and mathematics skills to university students; the preparation of culturally responsive pre-service urban teacher/scholars; professional development with in-service teachers, especially in the crucial areas of science and mathematics content and pedagogy; a new program in principal certification (in collaboration with the School of Public Affairs and Administration); the cultivation of scholars in urban educational policy through our Ph.D. program in urban systems (in collaboration with the New Jersey Institute of Technology, and the University of Medicine and Dentistry of New Jersey); and the Abbott Leadership Institute whose mission is to empower parents, students and professional educators with knowledge about effective methods for family engagement in schools.

**Communication Skills**

Seeking to enhance coordination between the Communication Skills courses previously housed in this department and the writing courses previously housed in the English Department, instructors of these courses were relocated in Conklin Hall. The Writing Program is now under the supervision of a committee comprised of the chairs from the Departments of Urban Education and English, Annette Juliano, and Gary Roth.

**Developmental Mathematics Program (DMP)**

Under the leadership of Leon Malloy, DMP continued to enhance student skill development in mathematics through improvement of curricula and pedagogy.

**Urban Teacher Program**

The urban teacher education program at Rutgers Newark is gaining in influence in education in the state of New Jersey. First, we secured a \$500,000 National Science Foundation grant for student scholarships to develop teachers in the STEM disciplines, science, technology, engineering, and math, for urban school districts. Our partners on this initiative are NJIT, the Newark Public Schools, and the Newark Museum. Second, in her recent report to the federal government, State Education Commissioner Lucille Davey cites the Rutgers-Newark Teacher Education Program as a piece of her plan to ensure equity and develop highly qualified teachers for New Jersey's urban school districts. Third, a Higher Education Taskforce has been convened by the Commissioner "to enhance and enrich the relationship between institutions of higher education, the PreK-12 school system, and the State Department of Education." Dr. Rosemary Steinbaum, as director of the state's sole program whose mission is exclusively urban education, is serving on the taskforce.

The program is working towards national accreditation by the Teacher Education Accreditation Council, TEAC. The accreditation process requires the compilation of all documents pertaining to the teacher education as well as a "brief" describing our program aims and the degree of success in our reaching our goals. The TEAC accreditation process focuses on student outcomes and successes in determining the effectiveness of the teacher education program.

Much of teacher education is clinical; it involves work in schools supported by close monitoring from the university. The coordinator of this important dimension of the program is Jane Califf, director of outreach. She is in charge of clinical placement and all the support that accompanies it.

**Urban Principal Certification Program**

The MPA in School Leadership and Administration and the Certificate Program in School Leadership and Administration for students with Master's in state approved fields of leadership was approved by the New Jersey Department of Education. The program, which is offered jointly by the Department of Urban Education and the School of Public Affairs and Administration, began in June 2006.

### **Urban Systems Ph.D. Program: Urban Educational Policy Track**

2005-2006 represented the second year that Rutgers-Newark admitted doctoral students in the program. We admitted four full time students, three receiving teaching assistantships and one receiving tuition remission from her position at RU-NB and four part time students. The total number of students in the program in 2005-2006 (from all three specializations) is 40.

The full time doctoral students awarded teaching assistantships have distinguished educational backgrounds and diverse experiences in the field of education. This group brings equally outstanding educational credentials and diverse experiences as the first group of TAs. The teaching assistants have undergraduate degrees from Rutgers-Newark, University of Texas-Austin and Wheaton College (MA) and Master's Degrees from University of Texas and City College of New York and a J.D. from the University of Texas. Their work experience includes administration at the Abbott Leadership Institute at Rutgers-Newark, teaching in the South Bronx as a New York City Teaching Fellow, and as an Assistant District Attorney in the Bronx Special Victims Unit. The other full time student received an undergraduate degree from Rutgers-NB and a Master's in Education from the GSE at RU-NB and is a Resident Director at Rutgers College. The part time students hold undergraduate degrees from Rutgers-Newark, Queens College, Montclair State and California State and Master's Degrees from Princeton, Seton Hall and Montclair State. Their work experience includes teaching in Plainfield, Englewood and Newark, directing Continuing and Professional Education at NJIT, and planning for Abbott Construction projects. Five students, Paula Gordon, Erin Corbett, Elizabeth Morrison, Yanique Taylor and Chelsea Dullea presented papers at the American Educational Studies Association Meetings in Charlottesville, VA in November 2005.

From April to June 2006, the Program admitted its third cohort of students. These included four full time students receiving teaching assistantships, one full time student receiving a tuition scholarship, and two part time students. This group brings equally outstanding educational credentials and diverse experiences as the first two cohorts. The teaching assistants have undergraduate degrees from Davidson College, University of North Carolina Wilmington, Spellman College and Florida State University and Master's Degrees from City College of New York, Mercy College, University of Maryland and the Graduate School of Education at RU-NB. Their work experiences include teaching in New York City as NYC Teaching Fellows, teaching in Plainfield and West Orange, and working as a Resident Assistant at RU-NB. In addition, one of the part time students from 2004-2005 received a prestigious National Science Foundation Metro-Math Fellowship at RU-NB and has enrolled full time in the Urban Systems Program.

### **Abbott Leadership Institute**

Directed by Junius W. Williams, The Abbott Leadership Institute (ALI) is funded with grants from The Prudential Foundation, The Geraldine R. Dodge Foundation, The Schumann Fund, The Victoria Foundation, The MCJ Foundation, The Turrell Fund, The Alfred P. Sloan Foundation, Essex County Division of Citizen Services, and PSE&G. ALI initiatives include:

- Established an on-going tradition of "Saturday parent classes" at Rutgers-Newark. Participants in these classes include parents, grandparents, community advocates, Rutgers college students (undergraduates and student teachers), Montclair State college students (student teachers), local middle and high school students, School Board members, teachers, school administrators, union representatives, and incarcerated youth.
- Developed Pedagogy and Power Point presentations for Forums and Extravaganzas held at 12 churches throughout Newark, called the Parent Child Learning Centers Network. Mr. Williams has created a number of unique approaches to teach parents and educational professionals how to improve the quality and quantity of parent organizations, such as "Slavery Don't Need No Chains" and "Are We Still In Bondage." The PowerPoint presentations, along with ongoing tools such as the "Dynamic Triangle of Change," have evolved as educational favorites for 1,162 people in 2005-2006.
- Constructed the Newark Education Website (NEW) to cross the Great Digital Divide (See [Abbottleadership.org](http://Abbottleadership.org)). With the launching of NEW, ALI has begun its *Digital Information Campaign* with conversations about education issues, policies and practices as they pertain



- to Newark schools. Integral to this new venture is the inclusion of young people through the creation of the ALI Youth Journalism Symposium, a series of workshops designed to teach teenagers how to find their voice through digital technology, including computers, video, still photography, and editing.
- Produced a community of “Abbott Advocates,” parents, students and educational professionals speaking out for the remedies associated with the NJ Supreme Court decisions known as Abbott vs. Burke.
  - Developed Partnerships emphasizing parent engagement with the Newark School District. ALI and the Newark school officials often share the same goals with respect to parent engagement. The School Superintendent asked ALI to train Parent Liaisons in techniques for parent engagement around the Abbott program,

### **Scholarship in the Department**

#### **Refereed Journal Articles**

**Kynard, C.** “ ‘Looking for the Perfect Beat’: The Power of Black Student Protest Rhetorics for Academic Literacy and Higher Education.” *Changing English: Studies in Culture and Education* 12.3 (December 2005): 387-402.

Dickson, Randi and Peter Smagorinsky with Jonathon Bush, Leila Christenbury, Bobby Cummings, Marshall George, Peg Graham, Pamela Hartman, **Carmen Kynard**, Hephzibah Roskelly, Susan Steffel, Ruth Vinz, and Susan Weinstein. “Are Methods Enough? Situating English Education Programs Within the Multiple Settings of Learning to Teach.” *English Education* 38.4 (July 2006): 312-328.

**Kynard, C.** “ ‘Yall Are Killin’ Me Up In Here’: Response Theory from a Newjack Comp Instructor/Sistuhgirl Meeting Her Students on the Page.” *Teaching English at the Two-Year College* 33.4 (May 2006): 361-387.

#### **Books**

**Lew, J.** (2006). *Asian Americans in Class: Charting the Achievement Gap Among Korean Americans*. New York, NY: Teachers College Press.

**Powell, A B., & Bairral, M. A.** (2006). *A escrita e o pensamento matemático: Interações e potencialidades* [Writing and mathematical thinking: Interactions and potentialities]. Campinas, São Paulo: Papyrus.

#### **Book Chapters**

**Powell, A. B., & Frankenstein, M.** (2006). Respecting intellectual diversity: An ethnomathematical perspective. In F. A. Rosamond & L. Copes (Eds.), *Educational Transformations: Changing our lives through mathematics; A tribute to Stephen Ira Brown* (pp.161-190). Bloomington, IN: Institute for Studies in Educational Mathematics.

**Sadovnik, A.R.** (2006). Towards a Sociology of Educational Change: An Application of Bernstein to the U.S. ‘No Child Left Behind’ Act. In R. Moore, M. Arnot, J. Beck & H. Daniels (eds.) *Knowledge, Power and Educational Reform: applying the sociology of Basil Bernstein*. London: Routledge.

**Sadovnik, A.R.** (2006). Urban Education. In G. Ritzer, *The Encyclopedia of Sociology*. London: Blackwell.

Kaput, J.J., **Schorr, R.Y.** (2006). Changing representational infrastructures changes most everything: the case of SimCalc, algebra and calculus. In K. Heid and G. Blume, (Eds.) *Research on the Impact of Technology on the Teaching and Learning of Mathematics*.

**White, C.J.** (2006) Humble and Humbling Research: A Modest Witnessing. In N.K. Denzin & M.D.

Giardina (eds.) *Qualitative Inquiry and the Conservative Challenge*. Walnut Creek: CA: Left Coast Press.

Burney, N., **White, C.J.**, & Weems, M.E. (2005). It Starts with a Machete: The Politics and Poetics of Space in Urban School Reform. In S. Hood, R. Hopson, & H. Frierson (eds.) *The Role of Culture and Cultural Context: A mandate for Inclusion, the Discovery of Truth and Understanding in Evaluative Theory and Practice*. Greenwich, CT: Information Age Publishing.

**White, C.J.** & Hermes, M. (2005). Learning to Play Scholarly Jazz: An Exploration into Indigenous Methods for a Culturally Responsive Evaluation. In S. Hood, R. Hopson, & H. Frierson (eds.) *The Role of Culture and Cultural Context: A mandate for Inclusion, the Discovery of Truth and Understanding in Evaluative Theory and Practice*. Greenwich, CT: Information Age Publishing.

### **Conference Proceedings**

**Powell, A. B.**, & Hanna, E. (2006). Researching teachers' knowledge for teaching mathematics. In S. Alatorre, J. L. Cortina, M. Sáiz & A. Méndez (Eds.), *Proceedings of the Twenty Eighth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 377-383). Mérida, Mexico: Universidad Pedagógica Nacional.

Maher, C. A., **Powell, A. B.**, Weber, K., & Lee, H. S. (2006). Tracing middle-school students' arguments. In S. Alatorre, J. L. Cortina, M. Sáiz & A. Méndez (Eds.), *Proceedings of the Twenty Eighth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (Vol. 2, pp. 403-410). Mérida, Mexico: Universidad Pedagógica Nacional.

**Powell, A. B.**, & Hanna, E. (2006). Understanding teachers' mathematical knowledge for teaching: A theoretical and methodological approach. In J. Novotná, H. Moraová, M. Krátká & N. Stehlíková (Eds.), *Proceeding of the 30th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 4, pp. 369-378). Prague: Charles University.

**Powell, A. B.** (2006). Social cognition emerging from student-to-student discursive interactions during mathematical problem solving. In J. Novotná, H. Moraová, M. Krátká & N. Stehlíková (Eds.), *Proceeding of the 30th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 4, pp. 361-368). Prague: Charles University.

**Schorr, R.Y.**, Warner, L.B., Samuels, M.L. & Gearhart, D.L. (2006). Improving mathematics achievement across a high poverty inner city school district. *Proceedings of the Twenty-eighth Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Mexico.

**Schorr, R.Y.**, & Amit, M. (2005). From a teenagers perspective: Analyzing student modeling cycles in the context of a real world problem. In H.C Chick & J.L. Vincent (Eds.) *Proceedings of the Twenty-ninth Conference of the International Group for the Psychology of Mathematics Education*, Melbourne, Australia.

Warner, L.B., **Schorr, R.Y.**, Samuels, M.L. & Gearhart, D.L. (2005). Teacher behaviors and their contribution to the growth of mathematical understanding. In H.C Chick & J.L. Vincent (Eds.) *Proceedings of the Twenty-ninth Conference of the International Group for the Psychology of Mathematics Education*, Melbourne, Australia, 1, 292.

### **Reports**

Tractenberg, P., Liss, B., Moscovich, R. and **Sadovnik, A.R.** (2006). Don't Forget the Schools: School Finance and Property Tax Reform in New Jersey. Institute on Education Law and Policy, Rutgers University. Two parts: 96 pp.

### Refereed Conference Presentations

- Kynard, C.** "Before I'll Be a Slave, I'll Be Buried in My Grave": African American Student Activism as the New Literacies of Higher Education. Conference on College Composition and Communication (CCCC). New York, NY. March 2006.
- Kynard, C.** "Rewriting Revolution: Toward a Radical Literacies/Composition Studies for Puerto Rican, African American, and Caribbean Students." (with John Rodriguez , Kevin Browne, and Keith Gilyard. CCCC. New York, NY. March 2006.
- Kynard, C.** " 'The Skin I'm In': Using Voice Scholarship and Young Adult Literature about Youth of Color to Transform Urban Teacher Education Curriculum." National Council of Teachers of English (NCTE). Nashville, TN. November 2006.
- Kynard, C.** " 'Looking for the Perfect Beat': The Power of Black Student Protest Rhetorics for Literacy and Social Change." American Educational Research Association (AERA). San Francisco, CA. April 2006.
- Kynard, C.** "Catchin Sense": "AfraFeminist" Rhetorics of Education, Literacy, and Motherhood/ing. (with S. Carothers & Y. Sealey-Ruiz . CCCC. Chicago, IL. March 2006.
- Kynard, C.** "I Carry The Eyes of Ida B. Wells": "Traces of a Stream" Amongst First-Year Black Females in College Composition. Feminisms and Rhetorics. CCCC. Chicago, IL. March 2006
- Kynard, C.** "Publicly Speaking Truth": A Story of African American (Students') Rhetorics Meeting Institutional Racism and Hi-Stakes Testing. NCTE, Pittsburgh, PA. November 2005.
- Powell, A. B.** (2005). *Agência matemática e estudantes de cor [Mathematical agency and students of color]*. V Congresso Ibero-Americana de Educação Matemática [Fifth Ibero-American Congress on Mathematics Education], Universidade do Porto, Portugal.
- Powell, A. B., & Bairral, M. A.** (2005). *Desenvolvimento de ferramentas para analisar a cognição e a aprendizagem matemática mediante a escrita [Development of tools to analyze mathematical cognition and learning through writing]*. V Congresso Ibero-Americana de Educação Matemática [Fifth Ibero-American Congress on Mathematics Education], Universidade do Porto, O Porto, Portugal.
- Powell, A. B.** (2006). "Social cognition emerging from student-to-student discursive interactions during mathematical problem solving." International Group for the Psychology of Mathematics Education, Charles University, Prague, Czech Republic.
- Powell, A. B.** (2006). "The development of probabilistic reasoning among urban students" Research Preession of the National Council of Teachers of Mathematics and the American Educational Research Association, St. Louis, MO
- Sadovnik, A.R. & Semel, S.F.** (2006a, April). Curriculum and Pedagogic Practices, Leadership, and Sustainability in Small Schools: A Comparison of Central Park East Secondary School and North Star Academy Charter School. AERA, San Francisco.
- Sadovnik, A.R. and Semel, S.F.** (2005a, July). High Stakes Testing, NCLB and the Decline of Central Park Secondary School: An Application of Basil Bernstein's Theory of Pedagogic Discourse. Annual Meeting of the International Standing Committee of the History of Education. Sydney, Australia.

- Schorr, R.** Improving mathematics achievement across a high poverty inner city school district. Proceedings of the Twenty-eighth Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, Mexico, 2006.
- Schorr, R.** How do changes in teacher behaviors impact the linking of representations and generalizations in students? The Twenty-Eighth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Merida, Mexico, Nov, 2006.
- Schorr, R., Warner, L., Samuels, M, Gearhart, D., Endaya, F., & Arias, C.** Teaching meaningful mathematics across an urban district. *National Conference of Supervisors of Mathematics*, St. Louis, MO., April, 2006.
- Schorr, R.** From a teenagers perspective: analyzing student modeling cycles in the context of a real world problem. Presentation at the Twenty-ninth Conference of the International Group for the Psychology of Mathematics Education, Melbourne, Australia, July, 2005.
- White, C. J., C. Kynard, and J. Lew.** "Decolonizing Methodologies?: Re-researching With/in Indigenous, African American and Asian American Communities." American Educational Research Association (AERA). San Francisco, CA. April, 2006.
- White, C.J.** (with M. Weems) Critical Perspectives on Race, Gender and Human Subject Research: A Dialogue. 2<sup>nd</sup> International Congress of Qualitative Inquiry, University of Illinois, Champaign-Urbana, May, 2006.
- White, C.J.** (with M. Weems) Off the Page: Auto/ethnographic Performance as Engaged Pedagogy and Alternative Assessment. 2nd Congress of Qualitative Inquiry, University of Illinois, Champaign-Urbana, May, 2006.
- White, C.J.** Research with Communities Made Poor: Re-researching Ourselves. 2nd Congress of Qualitative Inquiry, University of Illinois, Champaign-Urbana, May, 2006.

#### **Invited Talks**

- Kynard, C.** "Special Distinguished Caribbean Woman Writer/Scholar" on behalf of Dr. Sylvia Wynter (Distinguished Professor Emerita, Stanford University). The Association of Caribbean Women Writers and Scholars. Florida International University, May 2006.
- Kynard, C.** " 'The Heresy of Sylvia Wynter': Why We Must Return to the 'Unsilencing' of 'Demonic Ground'." The Association of Caribbean Women Writers and Scholars. Florida International University, May 2006.
- Kynard, C.** " 'Where Did You Catch Sense?' Race and Black Protest in New Literacies." Provost Annual Research Day. Rutgers University-Newark, April 25, 2006.
- Kynard, C.** " 'Sistas in the Struggle': When Black Female Students Read and Write the Word and World." Cornwall Center for Metropolitan Studies. Rutgers University-Newark, March 8, 2006.
- Kynard, C.** "Remembering Rosa Parks." Institute for Culture, Ethnicity and the Modern Experience. Rutgers University-Newark, January 18, 2006 (printed in Rutgers-Newark's Organization of Black Faculty and Staff Newsletter).
- Kynard, C.** Seminar lecture on *TETYC* (2006) article to NYU master's students in Steinhardt School of Education, Summer 2006.

**Powell, A. B.** (2006). "Culture and Mathematics in the Learning and Teaching of Mathematics" International Workshop on Setting a Collaborative Mathematics Education Research Agenda for Africa and the United States. Dakar, Sénégal.

**Powell, A. B.** (2006). Cognição social: Um sub-producto da interação cooperativa de aprendizes resolvendo um problema de matemática [Social cognition: A by-product of collaborative interaction among learners solving a mathematics problem]. Programa de Pós-Graduação em Educação do Centro de Educação da Universidade Federal do Espírito Santo. [Graduate Program in Education of the Center for Education, Federal University Espírito Santo]

**Powell, A. B.** (2006). Cognição social: Um sub-producto da interação cooperativa de aprendizes resolvendo um problema de matemática [Social cognition: A by-product of collaborative interaction among learners solving a mathematics problem]. Programa de Pós-Graduação em Educação Matemática do Instituto de Geociências e Ciências Exatas da Universidade Federal de São Paulo em Rio Claro, São Paulo. [Graduate Program in Mathematics Education of the Institute of Geosciences and Exact Sciences, Federal University of São Paulo in Rio Claro, São Paulo]

**Powell, A. B.** (2006). Developing Deep, Connected, and Durable Understanding of Combinatorics. Ninth Conference on Research in Undergraduate Mathematics Education Rutgers University, New Brunswick, NJ

**Powell, A. B.** (2006). O Uso do Vídeo para Analisar as Idéias Matemáticas de Aprendizes [Using Videodata to Analyze Learners' Mathematical Ideas]. Departamento de Matemática Unversidade Católica de São Paulo São Paulo, Brazil [via Internet videoconferencing]. (This is the fourth consecutive semester that I've done this.)

**Sadovnik, A.R.** and Semel, S.F. High Stakes Testing, NCLB and the Decline of Central Park Secondary School: An Application of Basil Bernstein's Theory of Pedagogic Discourse. Paper presented at doctoral seminar at Queensland University of Technology, Brisbane, Australia, July, 2005.

#### **Grant Activity**

**Kynard, C.** "Shared Fate in Identities of African American Teachers," Research Council Grant Rutgers University Office of Research and Sponsored Programs, Spring 2006: \$1000.

**Kynard, C.** "Cultivating 'Voice Scholarship' & 'Cultural Capital' in Urban Teacher Education." Uses of Diversity in Undergraduate Instruction Grant, FASN, Spring 2006: \$4605.

**Kynard, C.** "Teaching For Cultural Diversity and Social Justice: Resources for High School Teacher Candidates in the Junior Practicum." Uses of Diversity in Undergraduate Instruction Grant, FASN, Fall 2005 : \$5250.

**Michael-Luna, S.** "Developing critical praxis in pre-service urban teachers." Research Council Grant Rutgers University Office of Research and Sponsored Programs, 2006: \$1000.

**Powell, A.B.** "eMath: Urban High School Students Engaged in Mathematical Problem Solving on Online and through Videoconferencing." Research Council Grant Rutgers University Office of Research and Sponsored Programs, 2006: \$500.

**Powell, A.B.** "eMath: Urban High School Students Engaged in Mathematical Problem Solving on Online and through Videoconferencing." Dana College Fund for Undergraduate Research, Rutgers University-Newark, 2006: \$2,500.

**Powell, A.B.** Co-Principal Investigator. National Science Foundation. (Collaboration with NJIT) Robert Noyce Scholarship Program. Teacher professional development in mathematics and science for high-poverty school districts. 2006: \$500,000.

**Sadovnik, A.R.** Toward a Rational State Policy on Educational Finance and Accountability. Co-PI with P. Tractenberg and B. Liss, Institute on Education Law and Policy. The Fund for New Jersey, 2006: \$50,000; Academic Excellence Fund, Rutgers University, 2006: \$80,000.

**Schorr, R.** Co-Principal Investigator. Supplemental grant for High Schools and Pre-Schools, Newark Public Schools Systemic Initiative in Mathematics. National Science Foundation: \$560,000. October 2002-September, 2007.

**Schorr, R.** Co-Principal Investigator. Centers for Learning and Teaching Mathematics. National Science Foundation: \$10,000,000. September, 2003-August, 2008.

**Schorr, R.** Co-Principal Investigator. Newark Public Schools Systemic Initiative in Mathematics. National Science Foundation: \$5,600,000. October 2002-September 2007.

**White, C.J.** Enhancing Students' Diversity Connections in Social Foundations. Uses of Diversity in Undergraduate Instruction Grant, FASN, Spring 2006: \$4605.

#### **Awards**

**Kynard, C.** Cultural Diversity Award, Conference on English Education (CEE) of the National Council of Teachers of English (NCTE): \$500

**Michael-Luna, S.** Selected as an American Educational Research Association Early Career Scholar for Division G: Social Contexts in Education.

The work of the department was supported and sustained by two administrative assistants: Lachone McKenzie and Bette Jenkins.

**DEPARTMENT OF VISUAL AND PERFORMING ARTS**  
**Ian Watson, Chair**

The 2005-2006 academic year was as busy as ever in the Department of Visual and Performing Arts (VPA). With theatre, video/television, fine art, art history, graphic design, music, and journalism in the one department, the level of activity is rarely anything but demanding. Add to this a departmental colloquium on integrated teaching and learning led by nationally recognized experts in the field, a complete revision of all five department majors, a lecture/discussion by one of America's leading new theatre artists, Ralph Lemon, cosponsored by the department and the New Jersey Performing Arts Center, a semester-long residency by the experimental theatre artist Tannis Kowalchuk, and the first open house event for northern New Jersey art teachers, it would be fair to say it has been a hectic twelve months.

The department's reorganization process begun several years ago moved closer to realizing its goals in the 2005-2006 academic year. With the department supplementing the \$5,000 grant from the "Grants to Enhance the Undergraduate Curriculum and Teaching" Program, an Interdisciplinary Teaching: Strategies and Pedagogy colloquium was organized on March 25-26 for all VPA faculty. The colloquium focused on interdisciplinary teaching strategies and curricula as well as the pedagogical issues associated with integrative teaching and learning. It was led by three experts in the field of interdisciplinary studies: Professor Pauline Gagnon, a consultant from the national Association for Integrative Studies and Associate Dean of the College of Arts and Sciences at the State University of West Georgia; Professor Sally Harrison-Pepper, a longtime member of the Western College Program faculty at Miami University, Ohio, the major interdisciplinary undergraduate school in the country; and Professor Andrew Garrison, also a member of the Western College Program faculty as well as a psychotherapist in private practice.

The colloquium was the highlight of a year during which much of the department's energy was directed towards formulating an interdisciplinary curriculum and re-evaluating its majors. An interdisciplinary sequence of four classes to be required of all students entering VPA was developed. This was supplemented by changes in the majors in each of the department's five programs. Program Coordinators met with their particular faculty throughout the year to reconsider their majors in light of both recent pedagogical shifts in disciplines and the new emphasis on interdisciplinarity in the department. During these discussions majors and pre-requisite sequencing was evaluated, several new courses were developed, and the reassignment of subject numbers for all courses in VPA was finalized. In addition, it was decided that the current Journalism and Television Programs would be folded into a single Media Studies Program. A shared core curriculum was developed for this new program following completion of which students choose to major in one of the two disciplines.

Meanwhile, during the spring semester, Graphic Design Professor Jun Li began planning and designing a new department website to be launched with the changes in the department.

The Video Editing Suite was upgraded during the year. A grant from the Academic Excellence Fund supported the purchase of 12 new G5 MAC computers and editing stations which were installed over the summer. The grant also allowed the department to purchase a minimal supply of video production equipment that included several mid-range digital video cameras, lighting sets, and sound equipment. It also facilitated the purchase of software upgrades for the design program.

The rest of the Computer Laboratory suite in Bradley Hall continues to be a work in progress. The Mac suite, consisting of a Computing Services supported G4 Multimedia lab, a G3 lab, and a PC journalism writing lab, had its ups and downs during the year.

Issues about hardware and software upgrades, servicing the labs during the year, and questions about the role of Computing Services in labs used for instruction plagued the facility. These issues, coupled with the normal wear and tear on a heavily used laboratory has meant a great deal of frustration for instructors and students alike. Discussions were held during the year to ensure similar issues do not arise in the future and to establish a clearer relationship between Computing Services and the department. The latter

will hopefully go a long way towards consolidating the laboratory suite and identifying problems before they threaten classes and student projects further.

The Federated Rutgers/NJIT Theatre Arts program mounted three faculty directed productions and presented a series of student directed works during the year. Moving between Rutgers Bradley Hall Theatre and the Jim Wise Theatre at NJIT, the fall semester began with a production of the Broadway musical *A Class Act* in the Jim Wise Theatre. The production, directed by Bill Gile, follows the career of Edward Kleban as he creates the famous musical *A Chorus Line* and where his work led him afterwards. This production was followed by the *Directors' Project*, a series of short plays and monologues by David Mamet directed by students from Dan Drew's directing class. The spring semester opened with a hilarious production of Bruce Graham's *Early One Evening at the Rainbow Bar and Grill* in the Bradley Hall Theatre directed and designed by the Head of Technical Theatre and Design, Dan Drew. The final faculty supervised production of the season, Bertolt Brecht's *Mother Courage and Her Children*, was directed by Professor Tim Raphael. Working with the experimental theatre artist Tannis Kowalchuk from the North American Cultural Laboratory (NACL) who conducted workshop for students and played the role of Mother Courage, the student actors developed a complex movement and musical score to great affect for the production.

In addition to these productions, members of the program assisted in mounting an exhibition of stage designs by the former chair of theatre arts at Rutgers, Vern H. Smith organized by the Jim Wise Library and Scholarship Foundation at NJIT. Professor Raphael directed a multimedia production, *Robeson in Space*, created and performed by Guillermo E. Brown. The production was presented in the Robeson Gallery on campus as part of the Black History Month celebrations. And faculty as well as staff assisted with what has become a yearly event, the NJIT Faculty/Staff Talent Show in the Jim Wise Theatre.

The Television and Media Arts Program had an exciting year as the two new Assistant Professors hired in spring 2004, Edin Velez and Leo Aristomúño, completed their first year of teaching. Professor Velez, who was familiar with Rutgers because he was a lecturer in the Television and Media Arts Program the two years prior to being hired, is a video artist and documentary maker with an international reputation. Professor Aristomúño, who came to Rutgers from Concordia University in Canada, is an experienced videographer with a background and training in cultural studies and theatre.

These hires were complemented by a grant of \$75,000 from the Rutgers-wide Academic Excellence Fund which was used to purchase new G5 MACs and production equipment. During the summer 12 new edit stations were installed in the Bradley Hall editing suite while several digital cameras, lighting kits, and sound equipment were purchased and prepared for student use in the coming semester. In addition, a part-time video technician was hired in the spring to assist in classes and maintain equipment. This hire plus the grant were particularly welcome given the problems of failing equipment, lack of class support, and poor maintenance prompted by under-funding in past years

Students in the Television and Media Arts Program worked on a variety of projects during the year as well as learned the basics of digital editing with iMovie software and were introduced to the professional digital editing system Final Cut Pro. In addition to the very personal explorations produced by students in the Fall Video Diaries class, taught by adjunct lecturer Dempsey Rice, which focuses on using one's own life as a source of material, students in Field Production classes wrote, shot and edited programs such as *Panhandling Stories* (an examination of street people and their panhandling strategies), *Street Games* (an exploration of the social and cultural significance of street games), and *Addiction to Video Games* (which looked at how college student's lives are impacted by a consuming fixation on playing video games). Studio classes focused on learning aspects of producing, directing, and editing in a sound-stage setting, that is, shooting single camera "film style" productions. Short scripts were used as the basis of analysis and to develop shooting scripts which were shot and edited into full productions. These exercises required students to learn how to direct performers as well as to master the technical aspect of sound stage production.

There were a number of internship opportunities taken up by television students during the year including placements at HBO, Channel 13, MTV Networks, Telemundo, Black Entertainment Television, New



Century TV and Intermedia USA. The faculty was also busy outside of the classroom with Professor Velez's work being included along with the works of Picasso, Dali, Matisse and similar giants in Tokyo's Mori Museum exhibit surveying the development of modern art from the end of the 19<sup>th</sup> century to the present.

Professor Aristomño, meanwhile, was selected to be part of the New Faculty Traveling Seminar organized by President McCormick.

During the 2003-2004 academic year, the Journalism and Media Studies Program presented lectures, brought visitors to campus and held film screenings to expand students' knowledge of journalism. In the fall 2003 semester, Professor Allan Wolper brought the Linda Kaplan Thaler Group to the campus for a lecture and discussion on their "big bang" theory of media and public relations. The event was their first stop on a national book tour. In the same semester Professor Robert Snyder held a screening of the documentary "Stranger with a Camera," which examines the killing of a documentary filmmaker in Appalachia and community responses to the event. In the spring 2004 semester, Professor Snyder brought Matthew Rainey, Pulitzer Prize-winning photographer for the Star-Ledger, to the campus for a lecture and demonstration on photojournalism and digital photography. Professor Wolper brought former newspaper editor and public relations executive Steve Yon to the campus for lectures and meetings with students. The program also participated in the spring 2004 majors fair at Rutgers-Newark sponsored by the Dean of Students' office.

Members of the Art, Design & Art History faculty were engaged in the re-organizing, updating, and expanding of the BA and BFA curriculum. They examined courses in Graphic Design, Digital Arts, Fine Arts and Art History, focusing on the conceptual principles underlying those courses. In addition, they are reevaluating the two semester Senior Studio Seminar courses to reflect its relationships to the overall majors.

With the addition of Assistant Professor Jun Li to the faculty, the curriculum in Graphic Design has been expanded to include the study of Digital Design and Information Architecture. Professor Li has proposed two sequential courses that will be required in the concentration. Her expertise in this area will greatly increase the digital competency and conceptual development of our design students. The first course, Dynamic Visual Narratives, will introduce the students to the language of time-based media by creating meaning through exploration of image, sound, time, and motion. Students will explore visual narratives in reference to dynamic media. The course emphasizes conceptual, visual, and technical aspects of motion design.

The second course, Information Architecture, will introduce basic concepts, methods, and procedures of Information Architecture focusing on managing information complexity toward accessibility and understanding by a targeted audience. The course addresses the issues of information structures and fundamental principles of organization in the context of both dynamic and traditional media.

Given the contemporary artistic interest and experimentation with digital technology and its ultimate effect on the Fine Arts disciplines, Associate Professor Denyse Thomasos has embarked on updating and transforming the curriculum in Fine Arts (Photography, Painting, Printmaking, Sculpture and Drawing) and Digital Arts. Proposed changes include a more cohesive structure for the Fine Arts and Digital Arts as a whole and the addition of upper level courses that would provide more conceptual development to the curriculum. In particular, computer art classes will be required for all fine arts students. The use of digital technology in Senior Thesis projects has made it necessary to include this requirement. The Digital Arts sequence of courses will be restructured to better prepare students for the ambitious task of creating animations and video art by adding classes in video and audio to the curriculum.

Adjunct Professor Nick Kline has developed a studio course that provides students the opportunity to develop unique image making skills. The course focuses on narrative and story telling projects that merge historical processes with digital technology. It includes the history of photomontage as a political tool and as a form of communication and artistic expression with various transformations that have occurred since the advent of digital photography. Students are asked to explore a range of subjects including:

abstraction, multiculturalism and the politics of identity, the politics of gender, the impact of technology on cultures, and the connections between art and science.

For the year end Senior Thesis Exhibitions at Robeson Gallery, the Senior Studio Seminar classes in Graphic Design taught by Professor Frank D'Astolfo, and in Fine Arts and Digital Arts taught by Associate Professor Denyse Thomasos, students produced many exciting and innovative projects.

In the fine arts and digital arts exhibition, students were encouraged to integrate computing technology in both research and experimental techniques. As a result, painting, printmaking, sculpture and photography students experimented with image manipulation software. Digital art students employed cutting edge software to enhance and edit their 6 to 10 minute animation films. Students created complex works successfully employing audio and video components. Of note, student Kevin Fellie's animated film *Bipolar Nation*, a political satire, was awarded an honorable mention at the prestigious *Black Maria Film and Video Festival*. Also, a number of fine arts students were awarded prizes from the ongoing Dean's Award and Purchasing Award Program sponsored by the Office of the Dean.

In the graphic design exhibition, senior students were directed in developing a complex mix of multi-dimensional portfolio work that consisted of posters, brochures, book covers, identity systems, packaging, and web design. Themes of social and environmental concerns were explored. The exhibition provided the viewer a glimpse into the students' design process and the level of professionalism required for their advancement in today's highly competitive design field. Many students from previous years came to view the show to offer their encouragement and, in some cases, job opportunities. In addition, employers from nearby firms came and offered entry-level design positions.

The Department's further involvement with the Robeson Gallery saw Adjunct Professor Karen Guancione as curator of the *Rutgers Prints and Books Exhibition*. The experimental installation highlighted recent student work from Professor Guancione's Printmaking Book Arts classes.

Coordinated by Associate Professor Stephen Laub with the Newark Museum, Rutgers University-Newark Visual and Performing Arts Department hosted *The Black Maria Film and Video Festival* for the fourth year. This festival is a highly regarded non-profit endeavor with a continuing national mission to program, promote and exhibit alternative film and video works, ranging from experimental avant-garde media and animation to documentaries, which illuminate the human condition, reveal imagination and expand visually poetic forms. These works represent various styles and genres with an emphasis on culturally diverse and cutting edge work.

This past spring marked the 5th year of the BFA in Visual Arts portfolio review with the assistance of both full and part time faculty. Again, this year's event saw a steady growth in the number of applicants with a total of 18 accepted. Organized by Adjunct Professor Shoup, this year's review was expanded to include presentations from the offices of Campus Housing, Admissions and Financial Aid. The BFA in Visual Arts program has established a connection with the Admissions Office to coordinate the review and enhance recruitment procedures, several of which will be implemented this coming Fall.

Coordinated by Professors Ned Drew and Frank D'Astolfo, a team of graphic design students received an award from the Art Directors club of New Jersey's highly competitive Design Derby that involved the design of an identity system for Methany Hospital, a client in New Jersey.

Finally, Professors Drew and D'Astolfo continue to direct the highly regarded graphic design internship program. The internships have become a stepping stone into fulltime employment for the design students. A network of former graphic design students, some as principals of their own design firms, continue to request our design students as interns and then hire them after they have graduated. Plans to further expand the internship opportunities in the New York and New Jersey corporate and institutional sectors will be implemented by next year.

The Music Program has been as active as ever this past year. It is in the second year of an Alumni Association grant for \$22,500 to be spent over two years to refurbish some of the Program's fine

Steinway pianos. This grant was matched by the office of the Dean of Arts and Sciences, making a total grant of \$45,000. The student Jazz ensemble, Mosaic, under the direction of Leo Johnson, presented an exciting set in the Bradley Hall Foyer as part of the Open House activities in April, and performed at several other important events both at Rutgers and at NJIT. Apart from completing two text books during the year, Professor Henry Martin has been elected president of the Society for Music Theory (SMT) and performed several concerts, one of which included the premiere of a clarinet-piano sonata. Professor Lewis Porter, along with his ensemble, performed in numerous venues around campus, New Jersey, and in New York while continuing work on his *International Encyclopedia of Jazz Musicians*, which is to be published later this year. In addition, he is actively working on a major chronology/discography of John Coltrane's music along with several other leading authors which will be published by Routledge in 2007. And, the newest member of the faculty, Assistant Professor John Howland, is busy completing his first book on jazz and popular culture while continuing to present at major conferences both in the United States and abroad as well as publishing articles in major journals in the field.

The Rutgers University Chorus, led by its conductor of 25 seasons, Professor John E. Floreen, all but surpassed its already distinguished record of performances and accomplishments this past year. The highlight was a nine-day concert tour in Scotland from May 19-28. This was the Chorus' fifth international concert tour. Featured were six performances given in St. Giles Cathedral, Edinburgh; the Chapel Royal of Stirling Castle; Dunblane Cathedral; Dunbare (a benefit concert for the local needy); Falkirk as part of the Falkirk Tryst Festival of Music and Art; and Bishopton Parish Church. Reviews of the Dunbar concert praised the Chorus for singing "with precise diction and pitch, together with musical sensitivity and warmth of expression....the evening ended with a well deserved standing ovation." The students enjoyed meeting many of the local people, and on three occasions were invited to Scottish High Tea, and on the final evening, a Ceilidh (Scottish country dance).

Meanwhile, in New Jersey, the Chorus expanded its off-campus outreach by giving two concerts in Union County, one in Cranford, the other in Plainfield. This was in addition to its concerts in Short Hills and Newark. The Chorus also performed each semester on the Newark campus.

The Graduate Program in Jazz History and Research continues to flourish. There are 25 students with an age range from 23 to 62, currently enrolled, including several who are distance learners. Nine new students have been accepted for the Fall of 2004, and one already for Spring 2005. The Program Director, Professor Lewis Porter, who has primary responsibility for advisement, is in discussions with Professors Martin and Howland to develop a more comprehensive advisement process. Professors Porter and Martin work closely with the graduate students in building their careers — they nominate them for awards, seek publishing opportunities for them, and recommend them for positions and performances. The success of these efforts is evident even in only the most recent achievements of the students. Several have won campus wide awards such as the Graduate School Master's Award (Eric Cochran, 2004); University Merit Graduate Scholarships (Michael Heller, 2003; Abelardo Oquendo, 2003); the Russell Awards [Jeff Lovell (2002); Tad Turner (2003)]. Others have received the Milt Gabler Award [Chris Meeder (2002), Bob McMahan (2003)]; the Graduate Student Organization Award (Michael Heller, 2004); and to date 16 students have won the Berger-Carter Research Fellowship through the Institute of Jazz Studies. One student in the program, Leo Johnson who heads the student Jazz ensemble Mosaic, has won numerous awards for performing and teaching including a Jazz Elders of Newark Award in 2004. Graduates of the program have gone on to further study or found positions in a number of prestigious institutions including Dan Faulk (class of 1999) who is a full-time Instructor teaching jazz at SUNY Stonybrook. Julia Scott (2001) is a full-time reporter for the *Jersey Journal*, and previously wrote for both the *RiverView Observer* and the *Kearny Observer*. Evan Spring (1999) returned to Rutgers in the spring of 2001, 2002, and 2003 to teach Research Methods to new graduate students in the program, with great success. He also taught jazz history at the Manhattan School of Music in spring 2002. Tad Turner (2004) will begin the Musicology Ph.D. program at CUNY in Sept. 2004, with a full scholarship and a generous stipend of \$15,000 per year which is the highest award offered by the department. Gig Brown (1999) is Program Director of KUNV-FM at the University of Nevada Las Vegas; he was formerly Coordinator of Broadcasting at the University of South Florida, where he also taught jazz history. And Jeff McMillan (2000) is the Music Archivist for the Metropolitan Opera. There are many more too numerous to cite in such a brief report.

Current and graduate students have also begun to publish. These include, among others, Jay Sweet (2002) who has been solicited to turn his M.A. thesis on the late Ray Brown into a book for the University of Michigan Press. He also edited an article for the *Annual Review of Jazz Studies* (ARJS), wrote a book review for the same issue, and was hired to edit text for an upcoming book about Pentatonicism in Jazz. Chris Meeder (2003) has a contract to do a jazz appreciation textbook for Routledge. Victor Svorinich published a feature article on Miles Davis (based on his thesis research) in the *Annual Review*. Jeff McMillan is turning his M.A. thesis on Lee Morgan into a book for the University of Michigan Press. He also published a feature article on Lee Morgan in the special jazz issue of *Current Musicology* (a respected Columbia U. journal). Julia Scott has published in the *Jersey Journal*, the *RiverView Observer*, the *Kearny Observer*, and online at <allaboutjazz.com>, <fufkin.com>, as well as elsewhere.

As one might expect of those in a music program, a number of current students and graduates are active performers. Leo Johnson, Dan Faulk and Kenny Berger are well known on the New York City jazz scene having performed at the Village Vanguard, at festivals in Europe, and on several CDs. Four of the graduate students in the class of 2003 have formed a group called Isotope, which has performed in Greenwich Village as well as around Newark; most of the other students are active as freelance musicians.

#### THE GALLERY:

The Paul Robeson Gallery began the year rather early, in late June (17 – 28), with “Day in the Life of Newark,” an exhibition of photos of the city of Newark taken by Newark Public School students. This exhibit brought the Newark Public Schools and the community-at-large into the gallery, many for the first time. The highlight of the Gallery’s season followed, Gladys Barker Grauer” (September 8 – December 19) showcasing the works by the “Dean of Newark artists.” This exhibit, done in conjunction with the Dana Library, was well attended by people from within Rutgers and the surrounding community. Special guests included The Honorable Sharpe James, Mayor of Newark, Mary Sue Sweeney Price, Director, Newark Museum, Victoria Snoy, President of the Newark Arts Council, Linwood Oglesby, Executive Director of the same organization and Celeste Bateman also from the Newark Arts Council. The programming for this exhibition included a gallery talk by the artist and four two-hour master class workshops lead by Ms. Grauer, four diverse professional artists and eight VPA students, targeting Central High School students and their art teachers. The Grauer exhibit was followed by “Immigration and Expectations” (January 20 – March 5), a showcase for New Jersey’s diversity. Included in the programming were two panel discussions which Judith McAlpin, the President of the Save Ellis Island Foundation and Clement Price, Director, The Institute on Ethnicity, Culture and the Modern Experience, accepted invitations to moderate. The panelists included Parastou Hassouri, Immigrant Rights Specialist, ACLU; Jamie Lew, Rutgers Assistant Professor, Department of Education and Academic Foundations; Carmen Ramos, Assistant Curator for Cultural Engagement, Newark Museum; and Susie Meta, the director of First Friends, a non-profit organization that responds to the needs and concerns of immigrants seeking asylum in Elizabeth, N.J.; Rutgers’ Sherri-Ann Butterfield, Assistant Professor of Sociology and Anthropology; and Karen Guancione, Artist, Rutgers printmaking instructor and artist advocate. In addition, a chamber music concert featuring the Nicolo Ensemble with members of the Saint Luke Chamber Ensemble performed Native American music on flutes and works by Antonin Dvorak at the reception. This interdisciplinary event won raves from those attending the reception. “Rutgers’ Prints & Books 2004” (March 11 – April 2), which showcased recent works created in VPA’s Printmaking and Book Arts studios by alumni and select current students, closed out the season prior to the student theses shows at the end of the Spring semester.

As I note every year, no department as large and complex as this one could function without the support of committed staff. The business specialist, Crystal Grant, consistently exceeds all expectations as she navigates her way through the endless demands made of her. She is ably supported by the Unit Coordinator, Permelia Tony-Boss. Apart from his roles as an Assistant Lecturer of Art and Assistant to the Coordinator of the BFA in Visual Arts Program, Robert Shoup plays an invaluable role in the department as the person overseeing the Bradley Hall facility. Daniel Drew, the Head of Technical Theatre and Design, is forever busy coordinating the two theatres we run. As if he does not have enough to do, he now heads the reconfigured technical support team that services not only the theatre and

television areas, but the entire department. Special mention should be made of the two members of the team, Eric Johnson and Ray Gintner, who are forever going beyond the call of duty. During this past year, members of the technical team have serviced and maintained the entire computer suite, completed upgrades of the television studio, and worked on all theatre productions. In addition, they have assisted Robert Shoup with the various construction projects going on in Bradley Hall.

## **WOMEN'S STUDIES PROGRAM**

**Jyl Josephson, Director**

### **Introduction**

During the 2005-2006 academic year, the Women's Studies Program had many accomplishments in programming, student recruitment and student activities, and institutional development. The Program sponsored and co-sponsored many public programs and events, intended to both raise the visibility of the program with students and faculty and to develop collaborative relationships with other campus units. Women's Studies also recruited more students, and had a number of notable student achievements. Finally, the program also engaged in a number of projects to increase the institutional capacity of the program.

### **I. Programming**

#### **A. Lectures:**

Dr. Patricia T. Morris spoke on "Stronger Women, Stronger Nations" on September 20. Dr. Morris is Director of Programs at Women for Women International (WFW). Women for Women International provides women survivors of war, civil strife and other conflicts with the tools and resources to move from crisis and poverty to stability and self-sufficiency, thereby promoting viable civil societies. Dr. Morris manages infrastructure development, systems, and procedural development, program design and strategic and operational plans for WFW's Program Department and the organization's Chapter Offices in Africa, Eastern Europe, and the Middle East. The talk addressed how women are essential to post-conflict reconstruction processes.

#### **B. Speaker series: We Are Families**

During the fall 2005 semester, the Program co-sponsored a series of talks on families and diversity with the student organization GALA. Three lectures were held:

##### **We Are Families I: The Future of Women's Rights**

Speakers: Karima Bennoune, Rutgers Law School; Jyl Josephson, Director of Women's Studies.

##### **We Are Families II: LGBT Rights for Families and Same Sex Marriage**

Speakers: **Sean Cahill** of the National Gay and Lesbian Task Force and **Suzanne Goldberg** of the Rutgers Law School spoke on October 26. The speakers addressed LGBT families and the effort to achieve greater legal recognition of family relationships.

##### **We Are Families III: Families Living with HIV/AIDS**

Speaker: **Terry Zealand**, AIDS Resource Foundation for Children.

The AIDS Resource Foundation for Children (ARFC), founded in 1985, is a community-based non-profit organization committed to providing cost-effective, family-centered services to children coping with the impact of HIV/AIDS.

### **C. Women's Studies Symposium and Women's History Month Events**

For the second year, the program organized a women's studies symposium, with a keynote speaker, Wendy Smooth of Ohio State University, and workshops throughout the day. We reached out to a number of community organizations and prominent community members including the Women's Fund of New Jersey, Planned Parenthood, PFLAG, and other groups. The conference was attended by approximately 150 students, staff, and faculty. The luncheon and keynote itself included about 100 audience members, and was very well received. The day ended with a book celebration for Barbara Kukla's book *Defying the Odds*, co-sponsored with Dana Library.

We also sponsored or co-sponsored many women's history month events, including the kick-off celebration, a talk by Fawzia Afzal Khan, author of *Muslim Women Speak Out*, a talk on International

Women's Day (March 8) by Barbara Winslow, the First Campus Conference on Sexual Violence Prevention, and the Sisterhood Dinner on March 30.

#### **D. Women's Health Conference**

A women's community organization, Inner Circle Referral, approached the program and requested that we co-sponsor a conference on women's health, which was held on April 8, 2006. The event was attended by about 45 people and included organizations from the American Heart Association to representatives of a youth education program. The Women's Health Conference featured a variety of medical professionals who will provide participants with keys to maintaining good health. Health care providers addressed techniques for disease prevention; diagnosis and treatment of such ailments as heart disease, cancer, diabetes, high blood pressure and sexually transmitted diseases.

#### **E. Women's Studies "Brown Bag"**

In an effort to promote scholarly exchange, the program initiated a series of meetings for women's studies faculty who wish to present work in progress to colleagues. These "brown bag" lunches featured papers by John Graham of the Economics Department, Nancy Holmstrom and Anna Stubblefield of the Philosophy Department, Fran Bartkowski of the English Department, and Eileen Sullivan of the Political Science Department.

## **II. WOMEN'S STUDIES STUDENTS**

The Women's Studies Program has offered a minor in Women's Studies since the 1970s. It began offering the major in women's studies in 1992. In 2003, the program began offering a graduate concentration in women's studies.

#### **A. Majors and Minors**

In an effort to recruit more students to the major and the minor, the Director visited many women's studies cross-listed courses during the 2005-2006 academic year to offer a brief presentation on the program. This has resulted in an increase in the number of students who have declared the major or minor in women's studies.

Women's studies offers an internship that both majors and minors may complete as part of their studies. During the 2005-2006 academic year, several undergraduate students completed internships at such organizations as Diversity Inc. and the Girl Scouts. In addition, one graduate student completed an internship at UNIFEM.

#### **B. Graduate Concentration**

The Graduate Concentration in Women's Studies began during the fall semester of 2003. The concentration consists of 12 credits, or 4 courses, that students complete as part of their graduate studies, originally the concentration available in six master's degree programs. During the 2005-2006 academic year, the School of Criminal Justice made the concentration available to students in their master's and Ph.D. program, and the Center for Global Change and Governance (now DGA) also made the concentration available to Ph.D. students as well. Efforts continue to expand the fields in which the concentration is available. Students in the new American Studies graduate program and in the MFA program, both scheduled to start in the 2007-2008 academic year, will be able to complete the concentration as well. The Feminist History and Theory course will be offered every year during the fall semester. The Director will continue to offer the required Feminist Research and Methods course each spring semester.

#### **C. Student Organization**

During the 1990s a number of women's studies students had formed a student organization, and this group sponsored campus activities and a student conference. This organization had not been active for a number of years, but during the 2004-2005 academic year women's studies students revitalized this organization. AWARE co-sponsored the second annual women's studies symposium in March of 2006, and also sponsored many other activities during the academic year including Take Back the Night, the

Clothesline Project, and several movie or discussion nights. Funding for the symposium came from Women's Studies Program funds, student activities funds, and the Committee to Advance our Common Purposes.

#### **D. Student Conference Participation**

Women's Studies minor Shakeeha Wyatt presented her paper, "Social Attack on the Reproductive Liberties of Black Women: A Critical Response to Reproductive Limitations and Government Dictatorship," at the second annual Women's Studies Student Research Colloquium sponsored by the New Jersey Consortium of Women's Studies Programs. The colloquium was held at Rowan University on February 24, 2006.

### **III. Institutional Development**

#### **A. Advisory Council**

The new nine-member Advisory Council took an active role in program development during the 2005-2006 academic year. The Council helped with event planning, and further developed the affiliated faculty process in the by-laws. Advisory Council members included Fran Bartkowski, Jan Lewis, Nancy Holmstrom, Belinda Edmondson, Lynn Mullins, Dt Ogilvie, Bonita Veysey, Mary Segers, and Mara Sidney.

#### **B. Newsletter**

In an effort to circulate information about the program and raise visibility and awareness of program events and activities, the program continued to publish a newsletter during the 2005-2006 academic year. A total of three newsletters were published, one in the fall and two during the spring. The newsletter is also available on the website and will be archived there. The mailing list includes faculty, staff, alumni, and community organizations. The publication includes information on upcoming classes, announcements regarding events and program activities, information on faculty publications, and reports on student internships.

#### **C. Website**

One of the key ways that contemporary students seek information about academic programs is through the university web site. The Program continued to develop and update the Women's Studies website, a task completed by the graduate assistant to the program, Makiko Oku. The site includes information for students and faculty on upcoming events, class schedules and useful research tools.

#### **D. Director's Outreach Activities**

The Director continued to develop relationships across the Newark campus by meeting with faculty and administrators from the College of Nursing, the School of Criminal Justice, and the Cornwall Center. The Women's Studies Director is also a member of the Executive Board of the Institute for Research on Women in New Brunswick and thus is able to serve as a liaison between the Institute and its many activities and the faculty on our campus. The Women's Studies Program has also resumed its membership in the National Women's Studies Association, and the Director has actively participated in NWSA activities. In addition, the Director has been an active member of the New Jersey Consortium of Women's Studies Programs, raising the visibility of the program in the state.



## CENTERS

### **CORNWALL CENTER FOR METROPOLITAN STUDIES**

**Stephanie Bush-Baskette, Director**

In FY 05-06, the Cornwall Center continued to initiate a variety of activities and events, including sponsoring programs, supporting faculty and students, initiating community outreach, and securing externally funded research. In addition to supporting programs and projects with the Faculty of Arts and Sciences, the Cornwall Center collaborated with other Rutgers-Newark Schools including the School of Criminal Justice, the School of Law and the College of Nursing. This report covers The Center's activities that were affiliated with the Faculty of Arts and Sciences for FY 05-06.

#### Academic Committee Participation

In FY 05-06, Cornwall Center Director, Dr. Stephanie Bush-Baskette served on several academic committees:

- Committee on Establishing a School of Public Administration
- Committee on Establishing a Major in Public Services
- Selection Committee for Department Chair of African-American Studies

#### Academic Courses

In FY04-05, Dr. Bush-Baskette taught the following courses for FASN:

- *Morals in Public Administration* for the Executive Master in Public Administration Program – Fall 2005
- *Leadership and Diversity* for the Master in Public Administration Program – June 06

#### Support for Graduate Students

In FY 05-06, the Cornwall Center provided support for the following graduate students:

- Fayth Ruffin, Graduate Division of Global Affairs, was funded by the Center to work on the *Newark Disparity Study* Project.
- Eileen Russell, Department of Political Science, was funded to work on the Center's *Greater Newark Health Systems Survey* project.

The Cornwall Center successfully recommended Public Administration student, Chimezie Ozurumba, to participate on the Essex County Government Taxation Task Force. Funding was provided by Essex County. The Task Force was created to look at property tax issues in Essex County. Dr. Bush-Baskette is co-chair of the Task Force.

#### Sponsored Events

In FY 05-06, the Cornwall Center sponsored, co-sponsored or participated in many events on campus and in the Newark Community. The following events involved FASN departments and faculty:

- Dr. Robert Atkins, Assistant Professor of the College of Nursing presented, *The Good, the Bad and the Sad: The Association of Personality, Stress and Aggression in Youth* for the Cornwall Center's Faculty Luncheon Series in April 2005.
- Dr. Michael Maxfield, Professor of the Rutgers School of Criminal Justice presented, *Measuring Racially-based Traffic Enforcement in New Jersey* for the Cornwall Center's Faculty Luncheon Seminar in November 2005.
- Dr. Carmen Kynard, Assistant Professor of the Department of Urban Education presented, *Sista in the Struggle: When Black Female Students Read and Write the Word and World* for the Cornwall Center's Faculty Luncheon Seminar in March 2006.
- Dr. Paul Shane, Associate Professor of the Department of Social Work presented, *Imprisonment's Social Consequences: Children, Family, Community* for the Center's Faculty Luncheon Seminar in April 2006.
- Dr. Mara Sidney, Associate Professor of the Department of Political Science was invited to participate as a panelist in the Cornwall Center's third annual forum, *Meeting the Needs for Housing in Urban Essex*.

### Cornwall Center Faculty Award

Rutgers-Newark faculty are invited each year to submit a proposal to the Cornwall Center for support in conducting a scholarly or applied research project on urban and/or metropolitan issues. These issues include, but are not limited to, housing, social justice, education, health, community, and economic development. Dr. Kyle Farmbry, Assistant Professor of the School of Public Affairs and Administration, is the 2006 recipient of the Cornwall Center Faculty Award for the research project, "Explorations of Administration and The Other: The Municipal Context."

### Externally Funded Research

During FY 2005-06, the Cornwall Center lead several externally funded research projects including the *Greater Newark Health Systems Survey* and *City of Newark Disparity Study*.

Dr. Robert Atkins, College of Nursing, and Dr. Kimberly DaCosta Holton, Department of Classical and Modern Languages and Literature, received compensation for work with the *Greater Newark Health Systems Survey* project.

The Center included FASN faculty member Dr. Norma Riccuci, Department of Public Administration, in the proposal for the *City of Newark Disparity Study*.

### Community Outreach

The Cornwall Center continued to produce the electronic newsletter, *Cornwall MetroNews*. Assembled and edited by Donita Devance-Manzini, Katherine Accousti, and Fayth Ruffin, the newsletter includes announcements and upcoming events from various departments on the Newark Campus. The newsletter also spotlights issues in and around Newark.

**INSTITUTE ON ETHNICITY, CULTURE, AND THE MODERN EXPERIENCE**  
**Clement Price, Director**

In FY 2005-2006, the Institute continued in its mission of serving as a hub for the promotion of research, collegial discussion, and scholarly service to the public, through lectures, symposia, film, and a dance performance. This year, the Institute launched several new initiatives, reaching out to the diverse communities and organizations that comprise Greater Newark.

Fiscal Profile:

The Institute received partial University funding in support of its full time Program Coordinator position provided by the Dean of the Faculty of Arts & Sciences, Newark, as well as \$15K for general operating expenses; and for the first time, the Marion Thompson Wright Lecture series was fully funded by the Office of the President with \$30K in support. In addition to University support, the Institute was awarded gifts and grants totaling \$159,344 from the NJ Council for the Humanities, The Allen and Joan Bildner Foundation, Geraldine R. Dodge Foundation, MCJ Foundation, Healthcare Foundation of New Jersey, Rutgers' Office of the Vice President for Academic Affairs and the Rutgers-Newark Cultural Programming Committee (detailed list attached). The Institute's total program and operating budget this fiscal year totaled \$248,344.

Program Initiatives:

The following is a list of highlights and major programs mounted by the Institute during fiscal year 2005-2006:

**The 26th Annual Marion Thompson Wright Lecture**

"Black Creativity and Modern American Life" was the focus of the 26th Annual Marion Thompson Wright Lecture Series, which took place on Saturday, February 18 at the Paul Robeson Campus Center on the Rutgers-Newark campus. In celebration of its 26th year, the MTW Lecture series - New Jersey's oldest salute to Black History Month - examined the voices of African-Americans in black literature, music and movement.

Cheryl Wall, professor of English, Faculty of Arts and Sciences-New Brunswick, delivered the keynote address. In her book, *Worrying the Line: Black Women Writers, Lineage, and Literary Tradition*, Wall examines the writings of such literary giants as Lucille Clifton, Gloria Naylor, Toni Morrison and others and maintains that writers' words are music in the same tradition as jazz, blues, gospel and be-bop. Professor Wall evoked the blues tradition of "worrying the line" — repeating and altering the same musical motif — in her discussion of black literature. Comment by jazz and black literature scholar Robert O'Meally from Columbia University, played off Wall's comparisons, drawing on an Ethel Waters' rendition of "I Can't Give You Anything But Love" for an example of worrying the line.

A special dance performance by Newark Arts High School senior, Justin Dominic Melvin, highlighted the afternoon session, which also featured a lecture on "The Black Dancing Body as a Measure of Culture" by dancer researcher/performer, Brenda Dixon Gottschild, professor emerita, Temple University. The final speaker at the conference was author, poet, critic and lecturer A.B. Spellman, formerly of the National Endowment for the Arts, who commented on "The Black Arts Movement: Social Activism As Esthetic Guide". A Jazz performance by the Steve and Iqua Colson Sextet rounded out the afternoon session, followed by a wine and cheese reception in the Robeson Art Gallery.

The lecture is named in honor of Dr. Marion Thompson Wright, a pioneer in the study of African-American history and race relations in New Jersey. It is co-sponsored by the Institute and the New Jersey Historical Commission, Department of State.

**The Geraldine R. Dodge Postdoctoral Fellowship**

During the 2005-2006 fiscal year, the Institute's Post-Doctoral Fellow, Dr. Miriam Petty, spearheaded several public program initiatives in Media Literacy, with support from both the Geraldine R. Dodge Foundation and the MCJ Foundation.

### **Watching Carefully**

Dr. Petty continued to develop and diversify public scholarly approaches to issues of media literacy through implementation of the Watching Carefully program in a variety of venues, and for an array of audiences and constituencies. Through a continued partnership with the Boys and Girls Clubs of Newark, and in collaboration with Newark Public Schools, the New Jersey Historical Society, Facing History and Ourselves, Newark's Bethany Baptist Church, and the Uth Turn Program, Watching Carefully brought workshops to middle and high-school age children throughout Newark, as well as to Newark and New Jersey-area public school teachers.

Following the successful pilot program of media literacy Watching Carefully workshops inaugurated in Newark's Westside Boys and Girls Club in May of 2005, the fall and spring of 2005-2006 year saw the implementation of two subsequent workshops in Newark's two other Boys and Girls Clubs, the Central Ward Club, and the Broadway Club. This workshop series was also provided to students from Newark's University High School, and to the participants in Bethany Baptist Church's Uth Turn program. Uth Turn serves "at-risk" youth ages 13-21, and their constituency includes those young people who are often in need of intervention, including street youth, gang members, and young people with pending or prior conflicts with the law. As before, the programming utilized the model developed in the May 2005 pilot, which used television as the means through which to engage and challenge students' reading and perception of popular media.

This year Dr. Petty also collaborated with Peter Nelson, New York Regional Director of the national organization "Facing History and Ourselves" s to facilitate a day-long workshop on the implications for teaching media literacy in the classroom. "From OJ to Katrina" was held on January 19, 2006 at the New Jersey Historical Society, and drew teachers from the Newark, Bloomfield, Maplewood, Montclair, and New York school districts. The workshop sought to use the historic events of the 1996 OJ Simpson trial, verdict and aftermath, and the September 2005 landing of Hurricane Katrina in New Orleans as models for the kinds of opportunities and challenges that teaching issues of media literacy can pose. Both instances greatly heightened the need to comprehend the impact that media can have upon the way that we come to understand American identity, law and order, as well as race, gender, and class. Using small-group workshop exercises, as well as written and multimedia resources, they led the workshop attendees in exploring the following questions:

- How did media coverage affect how different audiences understood these events?
- How was audience reaction covered and what do we learn from that response?
- How can we become more critical interpreters of what the media has to say?
- How can we teach media literacy skills in the classroom and elsewhere?

Dr. Petty's fellowship at the Institute ended on June 30, 2006; she has chosen to remain in New Jersey and take a second postdoctoral fellowship at Princeton University, where she will teach and work as a Cotsen Postdoctoral Fellow in English and African American Studies for the next three years. Dr. Petty will be succeeded by Christina Collins, a joint Ph.D. candidate in History and Education at the University of Pennsylvania, who will receive her doctorate this summer.

### **The Cadillac Chronicles**

Dr. Petty also helped lay the groundwork for the Institute's first Artist-in-Residence program. A creative collaboration between the Institute and Princeton artist Bill Gaskins will culminate in an unusual photographic narrative that examines the unique, decades-old relationship between African-American males and the Cadillac automobile. Gaskins, an artist, writer and professor in photography and critical studies at Parsons School of Design in New York, will create "The Cadillac Chronicles: Black Masculinity and the Cadillac: Photographs and Stories by Bill Gaskins" during a residency at the Institute that will last from spring through the end of 2006. Gaskins will locate and interview African-American males in the Newark-area who own and drive Cadillacs, photograph them and eventually mount a major exhibition of large-scale color portraits.

The Cadillac Chronicles project is funded through the Institute by an Artists & Communities grant from the Mid-Atlantic Arts Foundation.

### **Teachers As Scholars**

In 2005, Teachers as Scholars, a collaboration between the Institute and the Newark Public Schools once again brought Newark K-12 teachers to the Rutgers-Newark campus for a series of two-day seminars in the humanities, social sciences and the arts, taught by Rutgers-Newark faculty. Two sessions were scheduled: Friday, November 11 and 18, 2005; and March 24 and 31, 2006. The program provided professional development and intellectual growth for teachers, and promoted academic interaction between the public school teachers and university professors.

The seminars were free to Newark public school teachers, who could enroll in any seminar they wished, regardless of the grade level or subject they teach. The school district provided substitute teachers to cover the daily responsibilities of teachers participating in the seminars. Registered seminar participants were eligible to earn professional development hours in accordance with the guidelines provided by the New Jersey Department of Education Professional Development Provider Registration System. Close to 75 teachers –the maximum enrollment per session - enrolled in the TAS program for each session.

The program was funded by a grant from the New Jersey Council for the Humanities, under the National Endowment for the Humanities' "We The People" initiative which encourages a deeper understanding of American history and the founding principles of American democracy.

### **Teachers As Scholars – Fall Semester**

Friday, November 11 and 18, 2005

#### **What's Happened to "Our" Country?: Immigration and the Changing Meanings of Race and Ethnicity**

Faculty: Sherri-Ann Butterfield, Assistant Professor of Sociology at Rutgers University, Newark Campus.

#### **The Vietnam War in American Stories, Songs, and Poems**

Faculty: Bruce Franklin, the John Cotton Dana Professor of English and American Studies at Rutgers-Newark

#### **Thomas Jefferson and Sally Hemings: History, Memory, and Civic Culture**

Faculty: Jan Ellen Lewis, Professor and Chair of the Department of History at Rutgers-Newark.

#### **"Doubtful Glory:" 1930s Hollywood and the Paradox of Black Stardom**

Faculty: Miriam Petty, the Geraldine R. Dodge Post-doctoral Fellow at the Rutgers Institute on Ethnicity, Culture, and the Modern Experience at Rutgers-Newark.

#### **Media, Memory and Crime**

Faculty: Robert W. Snyder, director of the Journalism and Media Arts Program and Associate Professor in the Department of Visual and Performing Arts at Rutgers Newark.

### **Teachers As Scholars – Spring Semester**

Friday, March 24 and 31, 2006

#### **"The Black Experience" in Literature and Film**

Faculty: Sterling Bland is Associate Dean of the Graduate School at Rutgers Newark and Associate Professor of English at Rutgers-Newark.

#### **Race, Class, and Political Radicalism in African-American Literature**

Faculty: Barbara Foley holds the distinguished rank of Professor II in the Department of English at Rutgers-Newark.

#### **Ascriptive Citizenship and Social Policy: Constructions of Gender, Race, and Sexuality**

Faculty: Jyl Josephson is Director of Women's Studies and Associate Professor of Political Science at Rutgers-Newark.

### **The Modern Civil Rights Movement and the Modernization of American Justice, 1955-1965**

Faculty: Clement Alexander Price is Board of Governors Distinguished Service Professor of History and Director of the Rutgers Institute on Ethnicity, Culture, and the Modern Experience at Rutgers-Newark.

### **The Academy and the Outsider: The Cultural Meanings of Contemporary Art**

Faculty: Charles Russell is Director of the Graduate Programs in American Studies, Associate Director of the Rutgers Institute on Ethnicity, Culture, and the Modern Experience, and Associate Professor of English at Rutgers-Newark

### **Faculty Colloquia Series**

During the spring of 2006, the Institute sustained its support of developing scholarship on matters cultural, ethnic, and historical by sponsoring a colloquia series that featured the recent work of Rutgers Newark scholars. Three of our colleagues presented work in progress to an interdisciplinary group of faculty and engaged in spirited discussion about the implication of their work for both their own fields and those of their Rutgers colleagues:

Jyl Josephson (Women's Studies and Political Science): "Sexual Citizenship after Lawrence v. Texas"

Jorge Daniel Veneciano (Robeson Gallery): "Thinking Through Cultural Democracy"

Mara Sidney (Political Science): "Making Citizens or Strangers? Newark's New Immigrants and the Governance of Housing and Schools"

### **The Bildner New Jersey Campus Diversity Initiative**

The Institute continued in the 2006 fiscal year as the coordinating hub for Rutgers-Newark Campus participation in the statewide Bildner New Jersey Campus Diversity Initiative. At the heart of the Institute's Bildner initiative was the creation of a coterie of junior and mid-career faculty members who were at once interested in weaving issues of diversity into their scholarship and their lives on campus and beyond the campus. Toward that objective the Institute provided support and encouragement to Bildner Faculty Fellows that strengthened research agendas, valorized public scholarship and other activities that bring Rutgers-Newark faculty members into closer contact with diverse audiences in Greater Newark. For example, at the Imagining America conference at Rutgers-New Brunswick in October, 2005, the Institute mounted a panel entitled, The Resonance of Public Scholarship: Perspectives from Newark. The panel included Bildner Fellow Tim Raphael who discussed his imaginative theater project on immigration, "Something to Declare: Performing Oral History."

Other events included Reinventing Newark II: Challenges for the Future, a panel discussion on future prospects for the city of Newark, facilitated by Bildner Fellow, Max Herman. Professor Herman also coordinated an on-campus screening of the Oscar-nominated documentary, Streetfight. The film, which chronicles the Newark Mayoral Election of 2002, was shown for the first time to a diverse public audience in the city of Newark, and featured a lecture by the filmmaker, Marshall Curry.

Bildner Fellows Sherri-Ann Butterfield and Barbara Foley participated in the two-day seminars on campus for Newark Public School teachers enrolled in the Institute's "Teachers as Scholars" program. The Institute also hosted a reception celebrating recently published books by Bildner Fellows, including: Fighting in the Streets: Ethnic Succession and Urban Unrest in 20th century America (Max Herman); Performing Folklore: From Lisbon to Newark (Kim DaCosta Holton); and Ethics Along the Color Line (Anna Stubblefield).

Rutgers-Newark's Bildner Fellows continue to make contributions through their presentations and public performances of their work. The president of Rutgers also recently saluted 52 diversity scholars, including Bildner Fellows. This recognition, the first of its kind at the University, helps to institutionalize the work of the Institute and that of our colleagues on the New Brunswick and Camden campuses.

The Institute organized a series of other events inspired by a commitment to acknowledge diversity on a large scale.

### **Middle Eastern Dance Performance**

The Institute mounted its first ethnic dance program, a concert titled, *Alf Layla Wa Layla (1001 Nights): Traditional to Contemporary Expressions of Middle Eastern Dance*. The concert was held in Bradley Hall Theater on campus, Wednesday, Sept. 28 from 7 to 9 p.m. The performance was free and open to the public.

The program presented performances of Middle Eastern folkloric and modern styles by dance artist Morocco and several members of her professional troupe, the Casbah Dance Experience from New York City, to a large and appreciative audience. The performance featured a wide range of Middle Eastern and North African dances, performed by both men and women. A question-and-answer period by Morocco followed the concert, during which students and others had an opportunity to learn more about the historic roots of Middle Eastern dance.

Audience response to this first Middle Eastern dance concert on campus was enthusiastic. The performers' presentation of ethnic dance was warmly received by the audience comprised primarily of students and faculty, and which included a large contingent of Middle Eastern students. Several students commented that they were heartened to see ethnic dance authentically presented within this diverse campus, and enjoyed seeing ethnic and contemporary styles that were familiar to them in their homelands.

The performance was made possible by funding from the Cultural Arts Programming Fund at Rutgers-Newark. The Institute has successfully applied for and received a second grant from the Fund for a second performance in its ethnic dance series in the fall of 2006. *From Bharatnatyam to Bollywood: A Tapestry of Indian Dance* will be presented on October 11, 2006 at the Bradley Hall Theater, presented by Surati for the Performing Arts, a north Jersey-based Indian dance troupe.

### **Imagining America: Artists and Scholars in Public Life**

Rutgers, New Brunswick, the Office for Academic and Public Partnerships in the Arts and Humanities, and the Institute presented the sixth annual Imagining America conference: *Public Engagement and Intercultural Practice: New Democratic Spaces for Scholars and Artists* on Friday, September 30 and Saturday, October 1, 2005 in New Brunswick. As part of that conference, the Institute mounted a panel discussion entitled, *The Resonance of Public Scholarship: Perspectives from Newark*, which examined the value of public scholarship in Newark's cultural and intellectual transformation as a post-industrial city. Chaired by Dr. Clement Price, the panel included: Sergeant Scott Harris, Audio Visual Training Coordinator, New Jersey State Police Bureau; Karen McLane Torian, director of the Department of Economic and Community Development at the Newark Housing Authority and one of the Institute's 2004 Gustav Heningburg Civic Fellows; Bill Gaskins, a visual artist and presenter at the Institute's 2005 public program *Watching Carefully: Why Media Literacy Matters*, and Professor Timothy Raphael, professor of Fine Arts at Rutgers-Newark, and one of the Institute's Bildner Faculty Fellows.

### **The Black Dancing Body As A Measure of Culture**

On November 9, 2005, the Institute sponsored a presentation by Dr. Brenda Dixon-Gottschild, professor emerita of Temple University, Philadelphia titled "Researching Performance: The Black Dancing Body as a Measure of Culture." The program was coordinated by Honors College intern, Michelle Caviasca. Dr. Gottschild uses performance, in particular, dance as a measure of society and barometer of culture. The presentation featured her lecture, slide presentation, and a demonstration with her own body of the Africanist presence in dance performances. A special highlight of the program was a performance by a Justin Melvin, an Arts High School student of dance, who later participated in the Marion Thompson Wright Lecture Series in February, 2006.

### **Other Institute-supported Events**

The Institute co-sponsored and/or supported several other campus and community programs during the academic year. These included:

- September 12, 2005 - "Alternate Parents: Thomas Jefferson and Sally Hemings," lecture by Professor Clarence Walker, professor of History at the University of California, Davis
- October 3, 2005 - "A Conversation on Coexistence: A Discussion of Religion and the Rutgers Community," discussion facilitated by Rutgers-Newark history professor, Jon Cowans
- October 25, 2005 - Lecture by Professor Sumit Sarkar, professor of History at Delhi University, India – "The Many Meanings of Nationalism in Twentieth Century India"
- January 18, 2006 - "Remembering Mrs. Rosa Parks" – A commemorative program honoring the Civil Rights legacy of Mrs. Parks
- March 30, 2006 - "Defying the Odds: Triumphant Black Women in Newark." Lecture and book signing by author, Barbara J. Kukla
- April 13, 2006 - "Revolution in Venezuela: An Assessment" – Panel discussion featuring Professor Jon Cowans and Dr. Nancy Noguera, professor of Latin American Literature and director of Latin American Studies, Drew University

#### **Institute Website:**

In September, 2005, The Institute launched its new website, which had been completely redesigned and updated to make it more interactive with internet visitors, and to enable the Institute staff to promote programs and initiatives in much more effective ways. The new technology allows the Institute to publicize upcoming programs on its website, as well as to alert the public via email "blasts" of calendar events, and it allows participants of such programs as Teachers As Scholars to register for the program online.

#### **Looking Ahead...Future Institute Initiatives**

##### **The Gustav Heningburg Civic Fellows**

The Institute is preparing to introduce the second class of Heningburg Civic Fellows in August of 2006. The Heningburg Civic Fellows Program creates partnerships between Newark's established and rising leaders and distinguished scholars at Rutgers and beyond. It seeks new ways to address some of the civic challenges and opportunities that face the city and expands the University's involvement in the city's renewal. This fall, the program will bring the Fellows together with Rutgers scholars in a series of all-day colloquia to identify new ways to address the problems the city faces, and to expand the public involvement in the future of Newark.

##### **10th Anniversary**

In 2007, the Institute will mark 10 years of public service to the Newark campus and greater Newark community. The Institute's first major program, "Memory and Newark," was held in November, 1997, a conference marking the 30th anniversary of the Newark riots. For its 10th anniversary, the Institute plans to honor the milestone with a series of special community-wide events and programs during the academic year, in addition to the annual Marion Thompson Wright lecture in February of the 2007. Going forward, the Institute seeks to build on its past programs and participate in the University's Capital Campaign in order to establish a new site for the Institute within the city of Newark. The Institute also will remain closely affiliated with the university's upcoming Ph.D. program in American Studies.

#### **The Institute Staff:**

Clement Alexander Price, Director  
 Charles R. Russell, Associate Director  
 Miriam Petty, Geraldine R. Dodge Postdoctoral Fellow  
 Marisa Pierson, Program Coordinator  
 Marisa Henriques/Agata Zeglen, Assistant Program Coordinator



**CENTER FOR MOLECULAR AND BEHAVIORAL NEUROSCIENCE**  
**Ian Creese, Co-Director, Paula Tallal, Co-Director**

The academic year 2005-2006 marks the 18<sup>th</sup> year since the founding of the Center for Molecular and Behavioral Neuroscience. We currently have 3 Board of Governors Professors, 8 professors, 0 associate professors, and 3 assistant professors.

Our faculty played a primary role in the development of the Rutgers Behavioral and Neural Science (BNS) Graduate Program. 7 years ago, the BNS faculty voted to develop a joint program in Integrative Neuroscience (INS) merging the Rutgers Newark BNS Program with the UMDNJ Neuroscience Graduate Program. This year, the Integrative Neuroscience Program (INS) successfully recruited 4 students (3 Rutgers and 1 UMDNJ funded).

The INS Graduate Program currently has 34 full-time students and 59 faculty members. There are still 2 students in the original BNS Graduate Program. The INS program continues to gain national and international recognition as one of the most integrative neuroscience graduate programs in the country. Our strong and early presence on the World Wide Web has strengthened our recruitment program. Our bi-weekly seminar programs, alternating between Rutgers and UMDNJ, are a seminal part of our graduate program and continue to attract large audiences as does the day-long Newark Graduate and Post-doctoral Research Mini-symposium held in the fall semester (October). We had a total of 1 Ph.D. graduate this year who received a post-doctoral position here at the Center.

**APPENDIX A**  
**STATISTICAL TABLES**

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**SENIOR SURVEY**

**TABLE 1A  
HEADCOUNT AND FINAL ENROLLMENT  
as of October 14, 2005**

	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
<b>Headcount</b>					
Newark A & S	3,941	4,410	4,484	4,405	4,369
University College	1,737	1,793	1,755	1,681	1,616
<b>Total</b>	5,678	6,203	6,239	6,086	5,985

**TABLE 1B  
FINAL ENROLLMENT REPORT FALL 2005**

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>Other</u>	<u>Total</u>
NCAS	1,514	1,138	991	708	1	0	17	4,369
UCN	490	248	158	176	0	0	544	1,616

**TABLE 2  
STUDENT RETENTION**

	<u>Fall 2001</u>	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
Newark College of Arts & Sciences	84.10%	83.60%	84.40%	82.90%	84.80%
University College	64.60%	59.90%	58.70%	48.00%	53.40%

**TABLE 3A**  
**COURSE ENROLLMENT EXTRACT**  
**FALL 2005**

	<u>Registrations*</u>	<u>Credit Hours Offered*</u>
Newark A & S	18,041	51,643.5
University College	3,797	11,477.0
Rutgers-Newark/NJIT Exchange** (Undergraduate)	156	817.0

\*Does not include inter-college registrations

\*\*Rutgers-Newark Undergraduates taking courses at NJIT

**TABLE 3B**  
**FALL TERM UNDERGRADUATE CREDIT HOURS OFFERED**  
**BY SCHOOLS - COMPARISON REPORT**  
**FALL 2001 - FALL 2005**

	<u>Fall 01</u>	<u>Fall 02</u>	<u>Fall 03</u>	<u>Fall 04</u>	<u>Fall 05</u>
<b>Newark</b>					
Newark Arts and Sciences	48,425	54,685	56,793	54,522	51,643.5
College of Nursing	4,084	4,597	4,642	4,914	4,885
Rutgers/NJIT Exchange (U)**	3,104	2,431	1,619	1,176	817
Rutgers Business School - NK/NB (U)	8,295	9,473	10,657	11,850	12,621
University College	<u>10,904</u>	<u>11,305</u>	<u>10,703</u>	<u>10,656</u>	<u>11,477</u>
<b>Total:</b>	74,812	82,491	84,413	83,117	81,443.5

\*\*Rutgers Undergraduates taking courses at NJIT

**TABLE 3C  
AVERAGE CREDIT HOUR/LOAD**

**Newark College of Arts and Sciences**

**Full Time Students**

	<b><u>No. Students Enrolled</u></b>	<b><u>Credit Hours Taken</u></b>	<b><u>Credit Hours Per Student</u></b>
Spring '89	2,973	46,192.7	15.5
Fall '89	3,080	47,173.5	15.3
Spring '90	2,874	44,192.0	15.4
Fall '90	3,000	45,421.5	15.1
Spring '91	2,927	44,172.5	15.1
Fall '91	3,140	47,210.0	15.0
Spring '92	3,092	46,283.0	15.0
Fall '92	3,274	48,638.0	14.9
Spring '93	3,052	45,423.5	14.9
Fall '93	3,122	46,302.5	14.8
Fall '94	3,159	46,572.0	14.7
Fall '95	3,082	45,060.5	14.6
Fall '96	3,097	45,451.0	14.7
Fall '97	3,048	44,863.5	14.7
Fall '98	3,048	44,826.5	14.7
Fall '99	3,093	45,367.5	14.7
Fall '00	3,132	47,142.0	15.1
Fall '01	3,370	50,313.5	14.9
Fall '02	3,817	59,937.0	15.0
Fall '03	3,911	58,910.5	15.1
Fall '04	3,865	58,368.5	15.1
Fall '05	3,803	57,119.5	15.0

**Part Time Students**

Spring '89	506	3,378.5	6.7
Fall '89	461	3,203.2	6.9
Spring '90	506	3,474.2	6.9
Fall '90	396	2,655.0	6.7
Spring '91	463	3,068.0	6.6
Fall '91	484	3,318.5	6.9
Spring '92	517	3,379.5	6.5
Fall '92	508	3,284.0	6.5
Spring '93	543	3,584.5	6.6
Fall '93	521	3,663.0	7.0
Fall '94	565	3,755.0	6.6
Fall '95	644	4,295.0	6.7
Fall '96	587	3,912.9	6.7
Fall '97	573	3,779.5	6.6
Fall '98	567	3,776.5	6.7
Fall '99	572	3,844.0	6.7
Fall '00	592	3,972.5	6.7
Fall '01	571	3,862.0	6.8
Fall '02	593	4,014.0	6.8
Fall '03	573	3,731.0	6.5
Fall '04	540	3,668.0	6.8
Fall '05	566	3,936.5	7.0

**TABLE 3D  
AVERAGE CREDIT HOUR/LOAD**

**University College**

**Full Time Students**

	<b><u>No. Students Enrolled</u></b>	<b><u>Credit Hours Taken</u></b>	<b><u>Credit Hours Per Student</u></b>
Spring '89	424	5575.5	13.1
Fall '89	428	5647.0	13.2
Spring '90	424	5657.5	13.3
Fall '90	438	5745.0	13.1
Spring '91	422	5490.5	13.0
Fall '91	463	6001.5	13.0
Spring '92	468	6082.0	13.0
Fall '92	505	6551.0	13.0
Spring '93	491	6296.0	12.8
Fall '93	495	6439.0	13.0
Fall '94	514	6665.5	13.0
Fall '95	643	8506.0	13.2
Fall '96	669	8825.0	13.2
Fall '97	691	9133.0	13.2
Fall '98	669	8739.0	13.1
Fall '99	634	8392.5	13.2
Fall '00	600	8208.0	13.7
Fall '01	708	9447.0	13.3
Fall '02	705	9647.0	13.2
Fall '03	723	9526.0	13.2
Fall '04	715	9501.0	13.3
Fall '05	661	8775.0	13.3

**Part Time Students**

Spring '89	1,416	7803.5	5.5
Fall '89	1,423	7959.5	5.6
Spring '90	1,355	7414.5	5.5
Fall '90	1,320	7358.5	5.6
Spring '91	1,517	7777.0	5.1
Fall '91	1,504	8158.0	5.4
Spring '92	1,630	8267.0	5.1
Fall '92	1,495	7932.0	5.3
Spring '93	1,450	7338.0	5.1
Fall '93	1,325	7068.5	5.3
Fall '94	1,351	7081.5	5.2
Fall '95	1,272	6815.0	5.4
Fall '96	1,107	5993.0	5.4
Fall '97	1,099	5887.5	5.4
Fall '98	1,026	5752.5	5.6
Fall '99	1,011	5630.5	5.6
Fall '00	1,107	5958.5	5.4
Fall '01	1,029	5666.5	5.5
Fall '02	1,088	6360.0	5.6
Fall '03	1,032	5559.5	5.4
Fall '04	966	4864.0	5.0
Fall '05	955	4969.5	5.2

**TABLE 4**  
**STUDENT CHARACTERISTICS**

	<b>NCAS</b>					<b>UCN</b>				
	<b>F01</b>	<b>F02</b>	<b>F03</b>	<b>F04</b>	<b>F05</b>	<b>F01</b>	<b>F02</b>	<b>F03</b>	<b>F04</b>	<b>F05</b>
Status	%	%	%	%	%	%	%	%	%	%
Full-Time	86	87	87	88	87	41	39	41	43	41
Part-Time	14	13	13	12	13	59	61	59	58	59
Gender										
Male	45	45	44	45	45	45	44	45	48	47
Female	55	55	56	55	55	55	56	55	53	54
Race/Ethnic										
White	31	31	30	30	29	26	26	26	25	23
African-American	16	17	17	18	19	27	26	26	26	26
Puerto Rican	5	5	5	5	5	5	5	4	4	4
Other Hispanic	13	13	14	14	14	11	12	11	12	12
Asian	24	24	26	25	25	14	14	15	16	17
Other/No Inf	11	10	9	8	8	17	17	17	18	18
Age										
25 and over	18	22	22	17	18	53	52	49	41	43
Under 25	82	78	78	83	82	47	48	51	59	54
Residence										
In-State	91	91	92	93	93	96	97	98	97	98
Out of State	9	9	8	8	7	4	3	2	3	3

**TABLE 5**  
**Summary of Open Doors 2005/2006 Survey Data**

**International Students at Rutgers-Newark**

Total Foreign Students (F & J visas)	UG	63	
	GRAD	248	
	OTHER*	126	
	<b>TOTAL</b>	<b>437</b>	
Enrollment Status		<b>Full time</b>	<b>Part-time</b>
	UG	63	0
	GRAD	248	0
	OTHER*	48	78
	<b>TOTAL</b>	<b>359</b>	<b>78</b>
Non-Immigrant Status		<b>F visa</b>	<b>J visa</b>
	UG	63	0
	GRAD	248	20
	OTHER*	58	48
	<b>TOTAL</b>	<b>369</b>	<b>68</b>

Top 5 fields of study:

1. Business/Management
2. Biological Sciences
3. Multi/Interdisciplinary Studies
4. Physical Sciences
5. ESL/PALS

Top 10 Countries of Origin:

1. China
2. India
3. Turkey
4. South Korea
5. Taiwan
6. France
7. Japan
8. Hungary
9. Canada
10. Colombia

\* This category includes PALS students, non-matriculated students, students on post completion Practical Training and visiting scholars (J visas).



**TABLE 6**  
**First-Year NCAS and UC**  
**Total Enrolled (Includes special admits and EOF)**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
<u>Persons Applied</u>	9168	8412	10777	9040	10018
<u>Persons Admitted</u>	4553	4009	6113	4746	5503
<u>Persons Enrolled</u>	861	864	757	642	852

**First-Year NCAS and UC - SAT and Class Rank Data**  
**Regular Applicants (non-EOF and special admits)**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
<u>SAT V + M</u>	1073	1075	1104	1104	1086
<u>SAT Math</u>	553	554	566	569	560
<u>SAT Critical Reading</u>	520	521	538	535	526
<u>Rank in Class</u>	70	70	71	72	70

**First-Year NCAS and UC - SAT and Class Rank Data**  
**Total Admits**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
<u>SAT V + M</u>	1144	1148	1181	1171	1154
<u>SAT Math</u>	588	590	604	601	594
<u>SAT Critical Reading</u>	555	558	577	570	560
<u>Rank in Class</u>	81	81	81	82	81

**First-Year NCAS and UC - SAT and Class Rank Data**  
**Total Enrolled**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
<u>SAT V + M</u>	1063	1075	1085	1077	1051
<u>SAT Math</u>	548	553	555	551	544
<u>SAT Critical Reading</u>	515	522	530	526	507
<u>Rank in Class</u>	80	80	80	77	75

**TABLE 7A**  
**THE TOTAL NUMBER OF UNDERGRADUATE STUDENTS (FTES) TAUGHT IN THE**  
**DISCIPLINES OFFERED BY FASN FOR NCAS FALL 2005**

	<u>F99</u>	<u>F00</u>	<u>F01</u>	<u>F02</u>	<u>F03</u>	<u>F04</u>	<u>F05</u>
<b>Newark Arts &amp; Sciences</b>							
Academic Foundations	189	166	218.2	217.1	257.4	232.3	4.9
African-American Studies	24	24	27.0	28.5	41.0	32.3	30.2
American Language Studies	10	10	7.5	6.9	3.9	3.2	2.3
American Studies	7	2	2.4	3.8	5.6	3.9	0.0
Ancient and Medieval Civilizations	0	0	0.0	0.0	0.0	0.0	0.2
Anthropology	71	53	60.2	56.6	58.5	55.1	54.6
Arabic	5	6	5.8	10.5	15.4	18.9	15.9
Art	54	63	69.4	74.8	77.6	66	62.3
Art History	33	32	51.8	53.8	43.5	53.4	55.9
Arts Management	2	3	2.6	3.8	3.9	2.3	1.9
Arts and Sciences	21	1	17.1	16.7	25.1	23.5	17.8
Biology	354	341	339.3	415.3	432.8	437.6	424.0
Chemistry	132	138	141.5	201.6	203.8	191	189.9
Classics	13	15	16.7	0.2	0.0	0.0	0.0
Computer Science	38	66	57.9	59.1	47.5	35.1	34.3
Criminal Justice	86	78	85.1	104.8	98.6	94.5	114.4
Economics	160	161	161.8	213.4	217.1	193.9	178.5
Education	38	33	32.9	39.1	31.7	56.9	222.8
English	290	319	312.0	345.1	340.2	314.4	298.3
English, American Lit.	11	61	63.4	66.9	83.2	72.2	39.8
French	17	16	14.6	16.7	19.7	17.6	14.6
Geological Sciences	66	76	70.9	85.4	82.7	91.0	107.5
German	12	11	3.6	0.0	0.0	0.0	0.0
Greek	0	1	0.4	0.6	0.0	0.4	0.0
Hebraic Studies	15	9	11.8	16.1	16.1	16.3	14.8
History	111	103	104.4	135.0	127.5	120	136.1
History, American	49	63	59.1	81.9	77.4	97.1	70.3
Honors Program	13	18	21.8	25.9	31.1	21.8	25.3
Italian	12	12	9.9	10.7	4.3	5.3	4.7
Journalism	13	17	13.3	12.4	14.6	8.4	15.8
Korean	0	0	0.2	1.7	1.3	1.5	2.4
Latin	4	3	4.3	5.1	3.6	3.8	3.4
Mathematics	281	302	320.0	330.5	330.6	297.6	271.6
Music	49	66	63.3	60.8	52.9	62.8	56.7
Music, Applied	0	0	4.9	4.6	2.6	4.5	4.1
Philosophy	35	43	42.6	42.9	70.0	47.1	49.7
Physics	63	63	71.3	81.5	116.7	118.6	86.3
Political Science	55	47	46.3	60.8	73.9	79.9	73.9
Portuguese	4	12	12.8	12.0	16.1	14.3	11.3
Psychology	185	222	218.9	230.4	242.1	217.6	226.9
Puerto Rican Studies	0	0	0.2	0.0	0.0	0.0	0.0
Russian	9	10	11.4	0.0	7.7	6.4	9.4
Science, Technology and Society	0	0	0.0	0.0	0.2	0.0	0.0
Social Work	34	19	25.6	29.5	28.2	39.4	44.9
Sociology	67	54	76.6	85.6	88.8	85.2	87.9
Spanish	57	53	54.4	51.2	46.1	45.8	42.9
Speech	0	9	0.0	0.0	0.0	0.0	0.0
Theater Arts	71	57	74.3	69.3	62.5	69.4	61.6
Urban Studies & Community Development	0	0	0.0	14.4	0.1	0.1	0.2
Women's Studies	18	14	8.4	0.2	17.4	16.1	12.0
<b>NCAS Subtotal:</b>	<b>2778</b>	<b>2872</b>	<b>3018</b>	<b>3383</b>	<b>3521</b>	<b>3374</b>	<b>3182</b>

**TABLE 7B**  
**THE TOTAL NUMBER OF UNDERGRADUATE STUDENT (FTES) TAUGHT IN THE DISCIPLINES**  
**OFFERED BY UCN FALL 2005**

<b>University College</b>	<b><u>F99</u></b>	<b><u>F00</u></b>	<b><u>F01</u></b>	<b><u>F02</u></b>	<b><u>F03</u></b>	<b><u>F04</u></b>	<b><u>F05</u></b>
Academic Foundations	26.0	32.0	33.2	28.6	23.6	13.4	0.0
African-American Studies	14.0	12.0	14.3	10.3	7.1	14.8	12.4
American Language Studies	0.0	0.0	0.0	0.0	19.7	0.0	0.0
Anthropology	14.0	16.0	13.9	11.3	2.1	9.0	10.3
Art	7.0	9.0	9.9	10.3	19.7	7.1	4.7
Art History	7.0	7.0	0.0	0.0	2.1	0.0	0.0
Arts Management	1.0	1.0	0.9	1.3	0.0	0.0	0.0
Arts and Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Biology	47.0	45.0	44.6	46.1	44.6	40.1	49.7
Chemistry	4.0	3.0	2.3	3.0	0.4	0.6	0.2
Classics	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Computer Science	29.0	28.0	31.7	29.1	29.1	24.6	14.4
Criminal Justice	48.0	45.0	53.7	71.1	58.5	68.1	100.7
Economics	63.0	65.0	60.8	58.9	51.0	63.8	52.3
Education	2.0	1.0	1.1	0.0	0.0	0.0	16.7
English	71.0	55.0	62.2	60.0	59.1	58.6	60.9
English, American Lit.	20.0	20.0	21.8	14.8	15.2	19.3	20.3
French	2.0	0.0	0.0	0.0	0.0	0.0	0.0
Geology	0.0	0.0	0.0	11.1	0.0	8.1	0.0
German	0.0	0.0	0.0	1.5	0.0	0.0	0.0
History	17.0	15.0	21.6	30.6	44.9	25.9	27.0
History, American	25.0	23.0	8.4	16.7	9.0	21.6	23.8
Honors Program	2.0	2.0	1.9	0.4	0.6	0.2	0.2
Italian	0.0	0.0	0.0	0.0	0.0	0.0	6.0
Journalism	0.0	0.0	0.8	0.0	0.0	0.6	0.2
Mathematics	67.0	68.0	79.0	80.6	66.7	58.3	50.9
Music	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Philosophy	14.0	4.0	9.6	17.8	16.7	31.7	25.3
Physics	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Political Science	23.0	23.0	33.0	31.3	27.8	33.4	32.1
Portuguese	8.0	0.0	4.7	7.7	4.0	8.4	17.8
Psychology	92.0	80.0	68.8	71.1	82.1	64.8	85.1
Religion	0.0	3.0	2.3	3.0	0.0	0.0	0.0
Social Work	24.0	18.0	24.2	23.2	28.6	30.6	32.1
Sociology	38.0	39.0	39.9	37.3	35.7	32.7	40.8
Spanish	0.0	5.0	8.3	0.8	4.9	3.9	3.9
Speech	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Statistics	8.0	0.0	7.1	8.6	9.4	6.9	9.9
Theater Arts	15.0	27.0	18.6	12.8	7.0	6.4	4.1
Women's Studies	2.0	0.0	2.6	5.3	13.0	5.8	11.6
<b>UCN Subtotal:</b>	<b>690</b>	<b>646</b>	<b>681</b>	<b>705</b>	<b>683</b>	<b>659</b>	<b>714</b>
<b>NCAS &amp; UCN TOTAL</b>	<b>3468</b>	<b>3518</b>	<b>3699</b>	<b>4088</b>	<b>4204</b>	<b>4033</b>	<b>3896</b>

**TABLE 8A**  
**IDR**  
**ALLOCATION OF FACULTY LINES - FASN**  
**FY01 THRU FY06**

<u>Department</u>							5 Year
	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>	<u>Change</u>
Afro-American Studies	3.50	3.50	3.50	3.00	3.00	1.50	-2.00
Biological Sciences	26.00	25.00	23.00	25.00	26.00	26.00	0.00
Chemistry	20.66	20.66	20.66	21.66	22.66	22.66	2.00
Class Mod Lang & Lit	12.50	9.50	10.00	11.00	12.50	12.50	0.00
Earth & Environmental Science	6.00	5.67	6.00	6.83	7.66	6.99	0.99
Economics	10.00	10.00	9.00	10.00	11.00	11.00	1.00
English	32.00	30.50	29.50	27.50	28.50	28.50	-3.50
History	16.83	17.83	18.33	15.83	16.83	18.33	1.50
Math & Computer Science	18.66	18.66	17.66	18.66	18.66	18.66	0.00
Philosophy	3.50	4.50	3.50	3.50	4.50	4.50	1.00
Physics	6.50	6.50	5.00	5.00	7.50	7.00	0.50
Political Science	9.50	9.50	9.50	9.50	11.50	13.00	3.50
Psychology	16.67	18.67	18.67	18.67	20.67	20.67	4.00
Public Administration	14.49	13.49	12.06	11.81	12.83	14.31	-0.18
Social Work	4.00	4.00	4.00	4.00	4.00	4.00	0.00
Sociology & Anthropology	7.50	8.50	8.50	7.50	8.50	8.50	1.00
Urban Education	5.00	6.00	7.00	7.00	6.00	9.00	4.00
Visual & Performing Arts	16.35	16.35	16.00	19.00	18.00	20.00	3.65
FAS-N Dean's Office	2.00	2.00	1.00	1.00	3.00	2.00	0.00
Dean of Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FAS-N General	35.00	34.00	42.46	41.83	22.50	18.50	-16.50
<b>TOTAL:</b>	<b>266.66</b>	<b>264.83</b>	<b>265.34</b>	<b>268.29</b>	<b>265.81</b>	<b>267.62</b>	<b>0.96</b>

Note: Line count includes line weights for Teaching Assistant positions

**TABLE 9**  
**FACULTY DISTRIBUTION BY RANK, FALL 2006**

	<u>PROF</u>	<u>ASSOC</u>	<u>ASSIST</u>	<u>INSTRU</u>	<u>ASSIST</u> <u>INSTRU</u>	<u>LECT</u>	<u>TOTAL</u>	<u>TENURED</u>	
								<u>NO.</u>	<u>PCT.</u>
Afro-American		1			1		2	1	50%
Biological Sciences	4	7	4		3	1	19	11	58%
Chemistry	8	4	3			1	16	12	75%
Class Mod Lang & Lit	4	4	2		2		12	8	67%
Earth and Environmental Science	2	1	2				5	3	60%
Economics	6	2	2			1	11	8	73%
English	7	12	1				20	19	95%
History	8	4	4		1		17	12	71%
Math/Comp Sci.	6	7	1		2		16	13	81%
Philosophy		1	2			1	4	1	25%
Physics	2	1	1		2		6	3	50%
Political Science	8	1	4		1		14	9	64%
Psychology	8	3	5		2	2	20	11	55%
Public Administration	4	3	5				12	6	50%
Social Work		2			1		3	2	50%
Sociology/Anthrop.	3	3	3				9	6	67%
Urban Education	2	2	3		2		9	3	33%
Visual/Performing Arts	7	5	5		2		19	12	63%
Writing Program					9		9		
<b>TOTALS:</b>	79	63	47		28	6	223	140	63%

**TABLE 10**  
**GENDER AND RACE OF FASN FACULTY, Fall 2005**

	<u>Tenured</u>		<u>Non-Tenured</u>		<u>Total</u>	
	<u>No</u>	<u>Pct</u>	<u>No</u>	<u>Pct</u>	<u>No</u>	<u>Pct</u>
<b>Gender</b>						
Male	100	71%	40	49%	140	63%
Female	40	29%	42	51%	82	37%
<b>TOTALS:</b>	140	100%	82	100%	222	100%

	<u>Tenured</u>		<u>Non-Tenured</u>		<u>Total</u>	
	<u>No</u>	<u>Pct</u>	<u>No</u>	<u>Pct</u>	<u>No</u>	<u>Pct</u>
<b>Race</b>						
White	122	87%	65	79%	187	84%
African American	9	7%	5	6%	14	6%
Asian	5	4%	8	10%	13	6%
Puerto Rican	2	1%	2	2%	4	2%
Other Hispanic	2	1%	2	2%	4	2%
<b>TOTALS:</b>	140	100%	82	100%	222	100%

TABLE 11A

UNDERGRADUATE DEGREES CONFERRED

	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
<b>NCAS</b>								
BA	420	415	408	446	479	534	472	445
BFA	---	---	---	1	5	8	16	9
BS	260	249	233	233	277	314	353	453
<b>Sub-Total</b>	680	664	641	680	761	856	841	907
	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
<b>UC</b>								
BA	82	101	95	104	117	123	101	88
BS	131	134	104	88	97	94	98	145
<b>Sub-Total</b>	213	235	199	192	214	217	199	233
<b>TOTAL</b>	893	899	840	872	975	1073	1040	1140

**TABLE 11B**  
**BACHELOR DEGREES CONFERRED BY MAJOR - 2005-2006**  
**Newark College of Arts & Science**

<u>Subject</u>	<u>Major Program</u>	<u>1st Curr.</u> <u>05-06</u>	<u>2nd Curr.</u> <u>Oct 05</u>	<u>2nd Curr.</u> <u>Jan 06</u>	<u>2nd Curr.</u> <u>May 06</u>
010	Accounting	122			2
014	Afro-American Studies	5			1
045	Allied Health	1			
060	Ancient Mediterranean Civilizations	2			2
070	Anthropology	4	1		1
080	Art	14			
081	Visual Arts	9			
120	Biology	95			
130	Botany				
160	Chemistry	14			1
191	Clinical Lab Science	9			
198	Computer Science	21			
202	Criminal Justice	97	1	1	3
220	Economics	18	1	1	6
350	English	27			3
375	Environmental Science				
390	Finance	103		5	13
420	French	2	1		2
460	Geological Science	1			
465	Geoscience Engineering	1			
470	German				
510	History	25			
531	Human Computer Interaction				
548	Information Systems	17		1	1
570	Journalism	6			
620	Management	72			
630	Marketing	49			
640	Mathematics	9		1	1
642	Applied Mathematics	2			
700	Music	3			
730	Philosophy	9			2
750	Physics				
790	Political Science	33			3
810	Portugese				1
812	Portuguese			1	3
830	Psychology	82	1	2	13
861	Slavic				
910	Social Work	22			
920	Sociology	9	1	2	19
940	Spanish	7			2
965	Theater Arts & Speech	14	1		
988	Women's Studies	1			
990	Zoology	2			
	<b><u>1st Curriculum Total</u></b>	<b>907</b>	<b><u>2nd Curriculum Total</u></b>	<b>100</b>	
	<b><u>Curriculum Total</u></b>	<b>1007</b>			



**TABLE 11C**  
**BACHELOR DEGREES CONFERRED BY MAJOR - 2005-2006**  
**University College**

<u>Subject</u>	<u>Major Program</u>	<u>1st Curr.</u> <u>05-06</u>	<u>2nd Curr.</u> <u>Oct 05</u>	<u>2nd Curr.</u> <u>Jan 06</u>	<u>2nd Curr.</u> <u>May 06</u>
010	Accounting	36			
198	Computer Science	6			
202	Criminal Justice	50			1
220	Economics	12	1	1	
350	English	5			
390	Finance	24			1
510	History	5			
548	Information Systems	8			
620	Management	31			
630	Marketing	4			
640	Mathematics	0			
730	Philosophy	2			1
790	Political Science	6			
830	Psychology	19			3
910	Social Work	18			
920	Sociology	7	3		3
	<b><u>1st Curriculum Total</u></b>	<b>233</b>	<b><u>2nd Curriculum Total</u></b>		<b>14</b>
	<b><u>Curriculum Total</u></b>	<b>247</b>			



**TABLE 12**  
**FOUR YEAR COMPARISON OF MAJORS NCAS/UCN**  
**as of Spring Term**

Code	Major Program	2002-03	2003-04	2004-05	2005-2006				
		Total NCAS& UCN	Total NCAS& UCN	Total NCAS& UCN	NCAS 1st Curr.	NCAS 2nd Curr.	UCN 1st Curr.	UCN 2nd Curr.	Total
510	History	58	73	77	75	7	10	1	93
531	Human Computer Interaction	0	2	2	0	0	0	0	0
548	Information Systems	228	146	101	34	3	19	0	56
558	Interdisciplinary	0	0	0	0	0	0	0	0
560	Italian	0	0	0	0	0	0	0	0
570	Journalism	24	35	39	31	8	3	0	42
571	Journalism	0	4	0	0	0	0	0	0
620	Management	214	249	296	249	0	55	1	305
630	Marketing	107	134	152	142	0	12	0	154
640	Mathematics	37	42	44	31	0	5	0	36
642	Mathematics, Applied	4	8	6	5	2	1	0	8
660	Medical Technology	0	1	2	1	1	0	0	2
700	Music	15	9	15	16	3	1	0	20
705	Nursing	0	1	0	0	0	0	0	0
720	Pharmacy	0	165	95	39	0	0	0	39
730	Philosophy	9	20	32	18	8	5	0	31
750	Physics	10	8	3	1	0	0	0	1
755	Physics, Applied	1	1	0		0	0	0	0
790	Political Science	108	125	117	88	10	20	1	119
810	Portuguese	0	1	2	1	2	0	0	3
812	Portuguese	0	6	10	4	2	0	0	6
830	Psychology	284	299	269	197	17	41	6	261
836	Puerto Rican Studies	0	0	0	0	0	0	0	0
860	Russian	0	0	0	0	0	0	0	0
861	Slavic	0	1	0	0	0	0	0	0
880	Science, Technology, and Society	1	0	0	1	0	0	0	1
910	Social Work	86	116	124	65	8	42	1	116
920	Sociology	46	56	77	43	25	22	5	95
940	Spanish	29	18	18	23	4	2	0	29
965	Theater Arts and Television	43	46	48	45	4	2	0	51
988	Women's Studies	2	4	5	3	3	2	0	8
990	Zoology and Physiology	9	7	5	8	0	0	0	8
	<b>TOTAL</b>	<b>3557</b>	<b>4067</b>	<b>4065</b>	<b>2995</b>	<b>247</b>	<b>666</b>	<b>32</b>	<b>3940</b>

**TABLE 13  
PERCENTAGE DISTRIBUTION OF GRADES**

**NCAS: School 21**

	<b>A</b>	<b>B+</b>	<b>B</b>	<b>C+</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Other</b>	<b>TOTAL</b>
<b>1968</b>	15	0	31	0	29	9	3	13	100
<b>1980</b>	20	12	20	9	13	5	9	12	100
<b>1985</b>	19	11	18	9	13	5	7	18	100
<b>1990</b>	21	12	19	10	12	4	7	15	100
<b>1992</b>	20	12	18	10	12	5	6	17	100
<b>1993</b>	20	13	18	10	13	4	5	17	100
<b>1994</b>	20	12	18	9	12	5	5	19	100
<b>1995</b>	21	12	17	9	11	5	5	20	100
<b>1996</b>	22	11	16	8	11	5	5	22	100
<b>1997</b>	20	12	17	9	11	5	6	20	100
<b>1998</b>	20	11	16	8	11	6	5	23	100
<b>1999</b>	20	11	16	8	11	6	6	22	100
<b>2000</b>	21	11	16	9	11	6	6	20	100
<b>2001</b>	24	12	16	8	11	5	6	18	100
<b>2002</b>	22	12	18	9	11	5	5	18	100
<b>2003</b>	23	13	17	8	10	5	5	19	100
<b>2004</b>	23	13	17	9	11	5	5	17	100
<b>2005</b>	25	13	16	8	9	6	5	18	100

**UC: School 62**

	<b>A</b>	<b>B+</b>	<b>B</b>	<b>C+</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Other</b>	<b>TOTAL</b>
<b>1985</b>	18	10	17	7	11	4	7	26	100
<b>1990</b>	21	12	18	8	13	4	9	15	100
<b>1992</b>	19	12	19	9	14	4	9	14	100
<b>1993</b>	20	13	20	10	12	3	5	17	100
<b>1994</b>	19	12	20	9	11	4	7	18	100
<b>1995</b>	20	11	17	9	10	4	6	23	100
<b>1996</b>	22	11	16	8	11	5	5	22	100
<b>1997</b>	22	14	17	8	11	4	6	18	100
<b>1998</b>	21	13	17	8	11	5	7	18	100
<b>1999</b>	22	12	16	7	12	5	6	20	100
<b>2000</b>	20	11	17	8	13	6	6	19	100
<b>2001</b>	23	13	16	8	11	5	6	18	100
<b>2002</b>	25	13	17	9	11	6	5	14	100
<b>2003</b>	23	13	18	8	11	6	6	15	100
<b>2004</b>	25	14	19	7	10	5	5	15	100
<b>2005</b>	26	14	17	7	10	5	6	15	100

**Total University Percentage For 2005**

<b>27%</b>	<b>14%</b>	<b>19%</b>	<b>9%</b>	<b>11%</b>	<b>5%</b>	<b>4%</b>	<b>11%</b>	<b>100%</b>
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TABLE 14A

## 2006 SENIOR SURVEY - STUDENT SATISFACTION

NEWARK COLLEGE OF ARTS AND SCIENCES  
(Excluding School of Business)

ASPECTS	TOTAL # OF RESPONSES	POSITIVE RATING #4 & 5	% OF RESPONSES	NEGATIVE RATINGS #1 & 2	% OF RESPONSES
OFFICE OF THE DEAN OF STUDENT AFFAIRS	541	383	71%	88	16%
FINANCIAL AID	478	313	65%	116	24%
PSYCHOLOGICAL SERVICES	157	110	70%	25	16%
LEARNING RESOURCE CENTER	290	221	76%	47	16%
CAREER DEVELOPMENT CTR.	392	327	83%	61	16%
PARKING FACILITIES	476	63	13%	389	82%
WORK-STUDY EMPLOYMENT	210	136	65%	51	24%
ROBESON CENTER FOOD SERVICES	569	195	34%	243	43%
STONESBY COMMONS FOOD SERVICES	265	97	37%	120	45%
DANA LIBRARY	614	533	87%	76	12%
RUTGERS BOOKSTORE	591	386	65%	97	16%
STUDENT HEALTH SERVICES	414	336	81%	52	13%
CAMPUS SECURITY	416	256	62%	99	24%
STUDENT ACTIVITIES	543	309	57%	123	23%
SCHEDULING OF CLASSES	604	403	67%	125	21%
VARIETY OF MAJORS	631	438	69%	120	19%
REGISTRATION PROCEDURES	597	408	68%	106	18%
DEPARTMENTAL ADVISING	569	334	59%	172	30%
FACULTY-TEACHING	636	470	74%	71	11%
FACULTY AVAILABILITY/OFFICE HOURS	594	389	65%	114	19%
REGISTRAR'S OFFICE	601	316	53%	163	27%
BUSINESS OFFICE - CASHIER SERVICES	559	296	53%	130	23%
BUSINESS OFFICE -ID SERVICES/PARKING PERMITS	540	274	51%	141	26%
ALCOHOL AND DRUG COUNSELING	81	42	52%	13	16%
RESIDENCE HALLS	168	93	55%	35	21%
UNIVERSITY POLICE	305	168	55%	64	21%
OPEN ACCESS COMPUTER LABS	574	458	80%	81	14%
E-MAIL AND STUDENT COMPUTER ACCOUNT SERVICES	579	486	84%	55	9%
GOLDEN DOME ATHLETIC CENTER FACILITIES	402	344	86%	24	6%
GOLDEN DOME PROGRAMS	257	186	72%	23	9%
DISABLED STUDENT SERVICES	80	47	59%	11	14%
WOULD YOU RECOMMEND RUTGERS NEWARK	654	582	89%	72	11%

TABLE 14B

## 2006 SENIOR SURVEY - STUDENT SATISFACTION

NEWARK COLLEGE OF ARTS AND SCIENCES STUDENTS  
(Enrolled in the School of Business)

ASPECTS	TOTAL # OF RESPONSES	POSITIVE RATING #4 & 5	% OF RESPONSES	NEGATIVE RATINGS #1 & 2	% OF RESPONSES
OFFICE OF THE DEAN OF STUDENT AFFAIRS	152	88	58%	19	13%
FINANCIAL AID	145	77	53%	36	25%
PSYCHOLOGICAL SERVICES	37	20	54%	6	16%
LEARNING RESOURCE CENTER	92	51	55%	10	11%
CAREER DEVELOPMENT CTR.	169	106	63%	18	11%
PARKING FACILITIES	161	17	11%	116	72%
WORK-STUDY EMPLOYMENT	68	38	56%	11	16%
ROBESON CENTER FOOD SERVICES	167	46	28%	69	41%
STONESBY COMMONS FOOD SERVICES	88	19	22%	45	51%
DANA LIBRARY	194	123	63%	20	10%
RUTGERS BOOKSTORE	179	89	50%	18	10%
STUDENT HEALTH SERVICES	110	68	62%	15	14%
CAMPUS SECURITY	126	52	41%	25	20%
STUDENT ACTIVITIES	173	62	36%	36	21%
SCHEDULING OF CLASSES	191	92	48%	30	16%
VARIETY OF MAJORS	200	125	63%	21	11%
REGISTRATION PROCEDURES	189	99	52%	26	14%
DEPARTMENTAL ADVISING	173	58	34%	66	38%
FACULTY-TEACHING	201	102	51%	25	12%
FACULTY AVAILABILITY/OFFICE HOURS	182	77	42%	32	18%
REGISTRAR'S OFFICE	191	85	45%	34	18%
BUSINESS OFFICE - CASHIER SERVICES	183	73	40%	34	19%
BUSINESS OFFICE -ID SERVICES/PARKING PERMITS	170	66	39%	31	18%
ALCOHOL AND DRUG COUNSELING	28	9	32%	4	14%
RESIDENCE HALLS	45	20	44%	8	18%
UNIVERSITY POLICE	81	31	38%	14	17%
OPEN ACCESS COMPUTER LABS	182	118	65%	22	12%
E-MAIL AND STUDENT COMPUTER ACCOUNT SERVICES	179	116	65%	15	8%
GOLDEN DOME ATHLETIC CENTER FACILITIES	133	92	69%	6	5%
GOLDEN DOME PROGRAMS	86	49	57%	8	9%
DISABLED STUDENT SERVICES	17	8	47%	0	0%
WOULD YOU RECOMMEND RUTGERS NEWARK	205	184	90%	21	10%

TABLE 14C

## 2006 SENIOR SURVEY - STUDENT SATISFACTION

UNIVERSITY COLLEGE - NEWARK  
(Excluding School of Business)

ASPECTS	TOTAL # OF RESPONSES	POSITIVE RATING #4 & 5	% OF RESPONSES	NEGATIVE RATINGS #1 & 2	% OF RESPONSES
OFFICE OF THE DEAN OF STUDENT AFFAIRS	168	112	67%	12	7%
FINANCIAL AID	154	90	58%	13	8%
PSYCHOLOGICAL SERVICES	35	19	54%	10	29%
LEARNING RESOURCE CENTER	87	55	63%	16	18%
CAREER DEVELOPMENT CTR.	93	57	61%	20	22%
PARKING FACILITIES	129	24	19%	80	62%
WORK-STUDY EMPLOYMENT	44	21	48%	6	14%
ROBESON CENTER FOOD SERVICES	144	72	50%	27	19%
STONESBY COMMONS FOOD SERVICES	63	23	37%	13	21%
DANA LIBRARY	174	135	78%	8	5%
RUTGERS BOOKSTORE	165	105	64%	16	10%
STUDENT HEALTH SERVICES	83	61	73%	8	10%
CAMPUS SECURITY	106	70	66%	17	16%
STUDENT ACTIVITIES	131	78	60%	10	8%
SCHEDULING OF CLASSES	172	111	65%	23	13%
VARIETY OF MAJORS	175	120	69%	14	8%
REGISTRATION PROCEDURES	176	115	65%	12	7%
DEPARTMENTAL ADVISING	165	79	48%	36	22%
FACULTY-TEACHING	178	121	68%	13	7%
FACULTY AVAILABILITY/OFFICE HOURS	173	100	58%	25	14%
REGISTRAR'S OFFICE	178	104	58%	22	12%
BUSINESS OFFICE - CASHIER SERVICES	161	99	61%	17	11%
BUSINESS OFFICE -ID SERVICES/PARKING PERMITS	149	83	56%	18	12%
ALCOHOL AND DRUG COUNSELING	20	6	30%	9	45%
RESIDENCE HALLS	26	18	69%	1	4%
UNIVERSITY POLICE	70	36	51%	2	3%
OPEN ACCESS COMPUTER LABS	148	101	68%	9	6%
E-MAIL AND STUDENT COMPUTER ACCOUNT SERVICES	158	117	74%	11	7%
GOLDEN DOME ATHLETIC CENTER FACILITIES	84	65	77%	5	6%
GOLDEN DOME PROGRAMS	53	38	72%	4	8%
DISABLED STUDENT SERVICES	9	7	78%	0	0%
WOULD YOU RECOMMEND RUTGERS NEWARK	187	181	97%	6	3%

TABLE 14D

2006 SENIOR SURVEY - STUDENT SATISFACTION

UNIVERSITY COLLEGE - NEWARK  
(Enrolled in the School of Business)

ASPECTS	TOTAL # OF RESPONSES	POSITIVE RATING #4 & 5	% OF RESPONSES	NEGATIVE RATINGS #1 & 2	% OF RESPONSES
OFFICE OF THE DEAN OF STUDENT AFFAIRS	29	19	66%	3	10%
FINANCIAL AID	23	18	78%	0	0%
PSYCHOLOGICAL SERVICES	4	3	75%	0	0%
LEARNING RESOURCE CENTER	17	12	71%	0	0%
CAREER DEVELOPMENT CTR.	19	17	89%	0	0%
PARKING FACILITIES	27	2	7%	14	52%
WORK-STUDY EMPLOYMENT	4	2	50%	1	25%
ROBESON CENTER FOOD SERVICES	22	10	45%	4	18%
STONESBY COMMONS FOOD SERVICES	6	3	50%	2	33%
DANA LIBRARY	32	28	88%	1	3%
RUTGERS BOOKSTORE	32	18	56%	2	6%
STUDENT HEALTH SERVICES	15	12	80%	0	0%
CAMPUS SECURITY	17	8	47%	4	24%
STUDENT ACTIVITIES	23	13	57%	3	13%
SCHEDULING OF CLASSES	28	15	54%	6	21%
VARIETY OF MAJORS	33	25	76%	2	6%
REGISTRATION PROCEDURES	30	23	77%	1	3%
DEPARTMENTAL ADVISING	28	13	46%	8	29%
FACULTY-TEACHING	33	24	73%	3	9%
FACULTY AVAILABILITY/OFFICE HOURS	30	15	50%	4	13%
REGISTRAR'S OFFICE	33	23	70%	3	9%
BUSINESS OFFICE - CASHIER SERVICES	33	21	64%	2	6%
BUSINESS OFFICE -ID SERVICES/PARKING PERMITS	31	21	68%	3	10%
ALCOHOL AND DRUG COUNSELING	1	0	0%	0	0%
RESIDENCE HALLS	1	1	100%	0	0%
UNIVERSITY POLICE	7	5	71%	2	29%
OPEN ACCESS COMPUTER LABS	33	23	70%	2	6%
E-MAIL AND STUDENT COMPUTER ACCOUNT SERVICES	32	24	75%	0	0%
GOLDEN DOME ATHLETIC CENTER FACILITIES	12	8	67%	1	8%
GOLDEN DOME PROGRAMS	8	6	75%	1	13%
DISABLED STUDENT SERVICES	0	0	0%	0	0%
WOULD YOU RECOMMEND RUTGERS NEWARK	33	31	94%	2	6%



**APPENDIX B**

**PREHEALTH OFFICE  
Admissions to Medical Colleges and Related Schools Final Report for 2005  
Dr. John Maiello, Chairman**

**STUDENTS ACCEPTED TO ALLOPATHIC MEDICAL SCHOOLS\***

- |                      |   |
|----------------------|---|
| 1. Laura McGevna     | The University of Vermont College of Medicine<br>New Jersey Medical School**<br><br>Mount Sinai School of Medicine of New York University<br><br>Dartmouth Medical School<br><br>University of Medicine and Dentistry of New Jersey<br>New Jersey Medical School  |
| 2. Kristen Dauphinee | Jefferson Medical College of Thomas Jefferson University  |
| 3. David Mostafavi   | University of Medicine and Dentistry of New Jersey<br>New Jersey Medical School   |
| 4. Erica Farrand     | Columbia University College of Medicine* *<br><br>Harvard Medical School<br><br>New York University School of Medicine<br><br>Stanford University School of Medicine<br><br>University of Medicine and Dentistry of New Jersey<br>New Jersey Medical School<br><br>University of California, San Francisco, School of Medicine<br><br>Weill Medical College of Cornell University<br><br>Yale University School of Medicine |
| 5. Kara Dalke        | Florida State University College of Medicine  |
| 6. John Pepen        | Columbia University College of Physicians and Surgeons * *<br><br>University of Medicine and Dentistry of New Jersey/<br>Robert Wood Johnson Medical School   |

\*preliminary report based on information reported by AAMC by 6/06.

\* \* indicates school attending.

7. Vimal Ramjee  
 Mount Sinai School of Medicine\* \*  
 Albert Einstein College of Medicine  
 University of Medicine and Dentistry of New Jersey  
 New Jersey Medical School  
 University of Medicine and Dentistry of New Jersey  
 Robert Wood Johnson Medical School
8. Michael Morale  
 University of Medicine and Dentistry of New Jersey  
 New Jersey Medical School
9. Colleen Lynch  
 New York University School of Medicine\* \*  
 Boston University School of Medicine  
 Drexel University College of Medicine  
 Georgetown University School of Medicine  
 Tufts University School of Medicine  
 University of Medicine and Dentistry of New Jersey  
 Robert Wood Johnson Medical School  
 University of Medicine and Dentistry of New Jersey  
 New Jersey Medical School
10. Kimberly Gardner  
 University of Medicine and Dentistry of New Jersey  
 New Jersey Medical School
11. Justin Capota  
 University of Medicine and Dentistry of New Jersey  
 New Jersey Medical School
12. Ross Goldstein  
 University of Medicine and Dentistry New Jersey/  
 Robert Wood Johnson Medical School\*\*  
 Medical College of Thomas Jefferson University  
 University of Medicine and Dentistry of New Jersey  
 New Jersey Medical School
13. Carol Mendez  
 University of Medicine and Dentistry of New Jersey  
 Robert Wood Johnson Medical School
14. Maisha Parker  
 University of Medicine and Dentistry of New Jersey  
 New Jersey Medical School
15. George Patounakis  
 University of Medicine and Dentistry of New Jersey/  
 Robert Wood Johnson Medical School\*\*  
 University of Medicine and Dentistry of New Jersey  
 New Jersey Medical School
16. Patricia Pinto  
 University of Medicine and Dentistry of New Jersey  
 New Jersey Medical School

17. Ekta Shah	University of Medicine and Dentistry of New Jersey Robert Wood Johnson Medical School
	University of Medicine and Dentistry of New Jersey New Jersey Medical School**
18. Agyeiwa Weathers	University of Medicine and Dentistry of New Jersey New Jersey Medical School
19. Craig Wright	University of Medicine and Dentistry of New Jersey New Jersey Medical School
20. Benjamin Yudkoff	University of Medicine and Dentistry of New Jersey/ Robert Wood Johnson Medical School**
	University of Medicine and Dentistry of New Jersey New Jersey Medical School
21. Saif Ali	Ross University Medical School
22. Hiral Mehta	SABA University School of Medicine
23. Mamta Dutta	SABA University School of Medicine
24. Asim Siddiqi	St. Matthews School of Medicine
25. Kalgi Modi	St. George's Medical School
26. Christine Ibrahim	Ross University
27. Leonel Robles	Universidad Autonoma de Gradalajara
	Universidad Central del Caribe Medical School
	Ponce School of Medicine * *

#### **STUDENTS ACCEPTED TO OSTEOPATHIC SCHOOL**

1. Bianca Gray	Philadelphia College of Osteopathic Medicine
2. Sukujeet Singh	University of Medicine and Dentistry of New Jersey School of Osteopathic Medicine

#### **STUDENTS ACCEPTED TO DENTAL SCHOOL**

1. Meghan Hernandez	University of Medicine and Dentistry of New Jersey Dental School
2. Corin Maratz	State University of New York Stony Brook Dental School

### **VETERINARY SCHOOL**

Nancy Sung  
University of Pennsylvania, School of Veterinary Medicine\* \*  
New York University, Physical Therapy  
Columbia University, Physical Therapy  
University of Medicine and Dentistry of New Jersey  
Physical Therapy

### **PODIATRY SCHOOL**

Saiff Ali  
New York College of Podiatric Medicine

### **SPECIAL MEDICAL and DENTAL SCHOOL PROGRAMS**

1. Deena Midana  
Joint Bachelor/Medical Degree Program Rutgers, The State University of New Jersey University of Medicine and Dentistry of New Jersey Robert Wood Johnson Medical School
2. Lily Ning  
University of Medicine and Dentistry of New Jersey New Jersey Medical School. Joint Bachelor Medical Degree Program Rutgers, The State University of New Jersey
3. Benjamin Bly  
Linkage Program: University of Medicine and Dentistry of New Jersey New Jersey Medical School
4. Pinki Bhavsar  
University of Medicine and Dentistry of New Jersey New Jersey Dental School/Rutgers University IUMDNJ New Jersey Dental School Articulated BAIDMD Program 2006
5. Monica Mossad  
University of Medicine and Dentistry of New Jersey New Jersey Dental School/Rutgers University IUMDNJ New Jersey Dental School Articulated BAIDMD Program 2006

### **STUDENTS IN SEVEN YEAR AND EIGHT YEAR BA/MD PROGRAMS ACCEPTED TO NEW JERSEY MEDICAL SCHOOL**

1. Dorothy Chu  
Begins NJMS 8/06
2. Kingsuk Ganguly  
Begins NJMS 8/06
3. Arnaldo Serrano  
Begins NJMS 8/07
4. Yan Gao  
Begins NJMS 8/07
5. Linda Huang  
Begins NJMS 8/07
6. Uvieoghene Ughwanogho  
Begins NJMS 8/08
7. Eliss Villavicencio  
Begins NJMS 8/08
8. Hina Aslam  
Begins NJMS 8/08

9. Priya Bolikal	Begins NJMS 8/08
10. Ryan Chadha	Begins NJMS 8/08
11. Osamah Choudhry	Begins NJMS 8/08
12. Amit Sharma	Begins NJMS 8/08
13. Vijay Natarajan	Begins NJMS 8/09
14. Marc Martinez	Begins NJMS 8/10