



Probing the Mysteries of the Mind

Psychology student drawn to research tests fairness of SAT

Joseph DeAngelis was a high school student when he found his calling. He took a psychology course that captivated him from the opening lecture right through to the final term paper. "I was hooked," DeAngelis says. "I could see immediately how the study of human behavior could be applied to the everyday world."

At the School of Arts and Sciences, the Egg Harbor Township native wasted no time plunging deeper into the field. He majored in psychology, minored in cognitive science, and seized upon undergraduate research opportunities with the Aresty Research Center.

Rather than focusing on clinical psychology, DeAngelis has always been drawn to the mysteries of human thought.

"Cognitive science is all about how we think," DeAngelis, now a senior, says. "It's a discipline that employs psychology, computer science, neuroscience, anthropology, and other fields to get different perspectives on how we think, make decisions, and collaborate with others."

His current research project addresses one of the most contentious topics in American education: standardized tests. DeAngelis is examining whether some

Scholastic Aptitude Test (SAT) questions can be answered through prior knowledge, gained outside the classroom, rather than through purely critical thinking or academic knowledge. For example, he said, one SAT verbal question asks students about a passage that references ballet.

"If you know something about ballet, then that may be the only thing that can help you answer the question," he says.

To find out more, DeAngelis devised his own experimental exam and administered it to several dozen students over the summer. The results are pending. But the research may raise serious questions about the fairness of standardized testing.

"The SAT is not supposed to be measuring prior knowledge and it would be completely unfair if it did," he said. "It affects the future of so many students."

For DeAngelis, Rutgers is a natural fit. He has been involved with the Aresty Research Center, currently serving as a peer instructor. He received funding for the SAT research from the Dorothy and David Cooper Scholarship, which supports outstanding psychology students.

He plans to attend graduate school and continue the career in research he launched at Rutgers.

"So many innovations that have contributed to the betterment of mankind have started in the same place," he says. "You can always trace it right back to someone doing the research."

"I could see immediately how the study of human behavior could be applied to the everyday world."

Senior Joseph DeAngelis

An English Major's Lasting Legacy

A life lived with fullness and integrity is the inspiration for fellowship

Edward Z. Kassakian had a passion for living. The 1966 Rutgers College graduate traveled extensively, collected books and oriental rugs, and built a successful career in the futures industry.

At the center of his life were people: His wife, Sharon; his children, Steven and Jennifer; and a network of friends and business associates that was international in scope.

"He could connect with anyone," Sharon says. "He loved meeting people and building relationships."

For Edward, the events of September 11, 2001 had a devastatingly personal toll. Nearly 70 employees at Carr Futures, where he served as president, died in the World Trade Center. The Kassakians spent months attending memorial services, visiting families, compiling a memorial book, and engaging in deep reflection on the staggering loss of life.

"It's very hard, even today, to accept that they're gone," he told the *New York Times* several months after the attacks.

Just five years later, Edward himself was gone, the victim of pancreatic cancer. He was 61.

"He was so larger than life," Sharon says. "He always saw the best in people and tried to bring that out."

Those humanistic qualities have become the inspiration for a graduate fellowship that connects back to Edward's experience at Rutgers, where he majored in English and pursued his love of books.

"Literature was so important to Edward," says Sharon, who supported the fellowship through a gift. "It was the world of books and the world of ideas that gave him the depth, the love of life, and the compassion that made him the person he was."

The impact of the Edward Z. Kassakian Graduate Fellowship is significant. The fellowship helps Ph.D. students attend Modern Language Association conventions, where universities interview candidates for professor positions.

"People in the job market literally must attend, but it can be quite expensive to get there," says Carolyn Williams, chair of the English department in the School of Arts and Sciences. "Simply put, Sharon Kassakian's gift is helping to support the next generation of professors."

And that, says Sharon, is a legacy that would make Edward proud.

"The students are English majors, just like he was," she said. "Their lives testify to the impact of literature, just as his did. To know that he was helping them get their start, and get ahead, he'd be filled with joy."



Sharon Kassakian

ROUNDUP

Things You May Not Know about the School of Arts and Sciences



Mathematician honored with Shaw Prize

Henryk Iwaniec, New Jersey Professor of Mathematics, received the 2015 Shaw Prize in Mathematical Sciences, and \$500,000, for his work in analytic number theory, in particular for his results on prime numbers. While no formula can represent all prime numbers, Iwaniec and John Friedlander, University of Toronto, proved that an infinite number of primes can be generated by the formula $X^2 + Y^4$. The Shaw Prize honors individuals who have achieved significant breakthroughs in academic and scientific research or applications and whose work has resulted in a positive and profound impact on mankind.

When in Rome

Paola Gambarota, Professor of Italian, received the 2015 Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars at the American Academy in Rome from the American Council of Learned Societies to work on *American Naples: Cross-Cultural Memories of an Occupation*, a cultural history of Naples under the Allied occupation (October 1943-April 1945). Using a broad range of sources—including newspapers, newsreels, photos, novels, films, poetry, plays, and diaries—she examines the impact of the occupation on the culture of the Southern Italian metropolises.



THE HISTORY DEPARTMENT RANKS FIRST FOR WOMEN'S HISTORY (U.S. NEWS AND WORLD REPORT)

900

GRADUATES IN THE CLASS OF 2015 HAD MORE THAN ONE MAJOR

With its wide range of departments and programs, Arts and Sciences encourages students to explore and choose from nearly 100 majors. Some students choose more than one: typically 1 in 5 seniors graduate with multiple majors including combinations such as:

- BIOLOGY & ENGLISH
- COMPUTER SCIENCE & HISTORY
- FRENCH & ECONOMICS
- PHILOSOPHY & EVOLUTIONARY ANTHROPOLOGY
- RELIGION & CRIMINAL JUSTICE



Double majoring in political science and Chinese, Florence Chan studied abroad in Beijing, Hong Kong, and Seoul, and combined the two fields for her senior honors thesis: *Sixty Years of Brotherhood, Sixty Years of Self-Reliance: A Historical Analysis of Sino-DPRK Relations*. A Phi Beta Kappa SAS Honors Program graduate, Chan's work won a School of Arts and Sciences Henry Rutgers Scholar Award and the Neil McDonald Prize in Political Science.

WELCOMING TRANSFER STUDENTS TO THE SCHOOL OF ARTS AND SCIENCES

The Transfer Center eases the transition to Rutgers University–New Brunswick

Robin Diamond had a mission in mind when she took the job of overseeing services for transfer students.

"I wanted to build something new," says Diamond, an assistant dean and director of the School of Arts and Sciences (SAS) Transfer Center. "I wanted to create a place for transfer students, one that would recognize their needs, advocate for them, and provide leadership opportunities."

Today, Diamond along with assistant deans Gary Panetta and Neeta Chandrashekar run one of the largest and most complex operations within SAS. The Transfer Center serves some 2,600 students arriving from places that range from Middlesex County College to Jilin University in China.

Under Diamond, the center provides a mix of services—including a mentor program and the state's first chapter of Tau Sigma, a national honor society for transfer students.

"Transfer students add a lot to Rutgers," Diamond says. "They bring different experiences and perspectives compared to students who are right out of high school."

Q: SAS gets a huge influx of transfer students every year. Where do they come from?

A: About 48 percent are from New Jersey county colleges, while the rest come from four-year schools across the country. We also have an international transfer population, especially from China, that's growing daily.

Q: What are some of the services you provide transfer students?

A: We provide an evaluation that shows what they took at their previous school and what it would be equal to at Rutgers. Then we have the Students in Transition Advising and Registration (STAR) days, a full-day program, with a keynote speaker and various sessions students can choose. We also have a course, the "Students in Transition Seminar," which meets once a week for 10 weeks and is taught by volunteers across the university.



The School of Arts and Sciences Transfer Center supports 2,600 students each year helping them acclimate to Rutgers by providing mentoring, advising, leadership opportunities, and a range of other services.



Q: Is there a common set of needs that transfer students have?

A: They often have no idea how different Rutgers will be from their previous college. You can't compare a major public research university to a county college or even a small four-year school in terms of the workload. The same can be said for the opportunities at Rutgers. We want them to do research and have internships. But they won't take advantage if they don't know about them.

Q: What do you like best about your job?

A: When you see a student who gets it, that's the best. A student who initially couldn't get into Rutgers is now here, and so happy that they're already wearing a Rutgers sweatshirt. Then you have the student who struggles. You work with them. And one day they come back with their dean's list letter. That's perfect!

Rutgers, The State University of New Jersey, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, disability, age, or any other category covered by law in its admission, programs, activities, or employment matters. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Jackie Moran, Title IX Coordinator for Students and ADA/Section 504 Compliance Officer, Office of Student Affairs (948-932-8576, jackie.moran@rutgers.edu); and Lisa Grosskreutz, Associate Director, Office of Employment Equity, University Human Resources (848-932-3980, lisa.grosskreutz@rutgers.edu). For further information on the notice of nondiscrimination, you may contact the U.S. Department of Education, Office for Civil Rights, at 646-428-3900 or OCR.NewYork@ed.gov.

Photo credits: Nick Romanenko, Kara Donaldson, Roy Goetting

RUTGERS

School of Arts and Sciences

FALL/WINTER 2015

Access

Excellence in the Arts and Sciences

Bold Breakthrough: Video Portals Help Rutgers Connect Across Campuses

Computer science department develops classroom technology with long reach

When Luciane Castilho declares, "Olá classe," her students at Rutgers University–Newark crack open their books and laptops and begin conversing in Portuguese.

Some 30 miles away, students at Rutgers University–New Brunswick respond, "Olá," and jump right into the conversation.

"Professor Castilho might seem like she's far away in Newark, but as far as we're concerned, she's right here interacting with us in New Brunswick," says Maximiliano Goiz, a School of Arts and Sciences (SAS) senior who took Castilho's course, "Portuguese for Business and Commerce," in the spring 2015 semester.

Indeed, from their classroom at the SAS Institute for Global Languages, where a 12-foot-long video screen nearly covers one of the walls, Goiz and the other New Brunswick students are able to fully participate in the class as it unfolds in real time from Newark. They can make eye contact with their Newark counterparts, raise their hands and be called upon, and hear every nuance and inflection of Castilho's expert Portuguese dialect.

This high-definition exchange is accomplished through an innovative video conferencing system set up in both locations, allowing both the Newark and the New Brunswick students to seamlessly interact with each other.

The overall effect is startling in its clarity, as if the two groups are communicating across adjoining classrooms.

"When it comes right down to it, the distance is in your head," says Michelle Gonçalves, a 2015 SAS graduate who minored in Portuguese. "When the teacher calls your name, she's right there, and you have to engage."

The system, called VideoWall, was developed by the Department of Computer Science in Arts and Sciences with a vision for fostering unprecedented connection and collaboration across the expanse of the Rutgers community—

(continued inside)



Overcoming distance: In a New Brunswick classroom, students Justin Thomas, Sylvia Duarte, and Jenifer Elizondo communicate and collaborate in real time with the instructor and students in Newark through a video conferencing system developed by computer scientists in the School of Arts and Sciences.

RUTGERS

School of Arts and Sciences

School of Arts and Sciences
Rutgers, The State University of New Jersey
77 Hamilton Street
New Brunswick, NJ 08901

Nonprofit
US POSTAGE PAID
New Brunswick, NJ
08901
Permit 157

(continued from front)
Bold Breakthrough: Video Portals Help Rutgers Connect Across Campuses



New Brunswick meets Newark as two Rutgers classes communicate through the VideoWall.

everything from bridging the campuses in New Jersey to helping researchers communicate across continents. "Rutgers is not only diverse in people, we're diverse in the geography that we cover," says Doug Motto, a project manager in the department who helped design the system. "Rutgers is global, and what we're trying to do is to increase interactions between groups across that global expanse."

Motto and computer science professor Richard Martin developed the system over the last two years. "The goal is really to make distance irrelevant," Martin says. "Ideally, you should walk into the room and interact with people and not notice that the wall is there." While various communications technologies have

emerged to connect remote users, Motto says the Rutgers system, consisting of off-the-shelf consumer electronics tied together by sophisticated software

“This technology gives students access to the wealth of Rutgers. And the wealth of Rutgers is its people.”

developed by the department, is unique in its relative low cost, ease of use, and sharp resolution. "You can just walk in and use this system," he says. "You don't have to wear a wireless microphone or have a special whiteboard. It's for the average person." Castilho, who has taught languages for 20 years, says

she was impressed by her experience. During the very first class of the semester, she arranged the seats in her room at Newark so that she and her students were seated facing the cameras—and the New Brunswick students.

"The way I planned the course was for New Brunswick to be interacting with Newark all the time," she says. "Brazil has a growing tech industry, so I wanted the course to be very active, very busy, with sales presentations and negotiations going back and forth."

"With the VideoWall, this all became very realistic and very lifelike."

New Brunswick students, meanwhile, said they appreciated the connection to Newark, with the city's rich Portuguese and Brazilian culture. They also were able to take a course normally not offered in New Brunswick, and receive credit toward their degree.

"I thought this was a great opportunity to interact with the Portuguese department in Newark," says Jennifer Elizondo, a junior in the School of Arts and Sciences.

It's precisely those opportunities for exchange, Motto says, that make VideoWall valuable and increase its appeal across Rutgers.

This fall the Political Science Department has begun using the system in its new M.A. in United Nations and Global Studies, which holds classes in New Brunswick and Manhattan. This project earned funding support from the SAS Entrepreneurial Award Program.

Meanwhile, the Department of Psychology is using the system on Busch Campus to hold joint seminars with the Aidekman Research Center in Newark.

"This technology gives students access to the wealth of Rutgers," Motto said. "And the wealth of Rutgers is its people."

SOCIAL & BEHAVIORAL SCIENCES



Donna Auston, (left) a graduate student in anthropology, is closely watching the national conversation on race and the progress of her daughter, Taqwa Brookins, an undergraduate at Rutgers, who joined a campus rally in the wake of police shootings of unarmed black men.

RALLYING AGAINST RACISM, AN UNDERGRADUATE MAKES HER MOM PROUD

Drawing connections across Rutgers generations

For Donna Auston, the moment was both poignant and painful. Auston, a Ph.D. candidate in the Department of Anthropology at the **School of Arts and Sciences (SAS)**, was attending an academic conference when she received a text from her daughter, Taqwa Brookins, an SAS undergraduate, saying she had joined with other Rutgers students in a demonstration against police brutality.

It was December 2014, shortly after a grand jury declined to indict a New York City police officer in the death of Eric Garner, an unarmed black man who died after being placed in a chokehold by police.

Brookins, then a first-year student, had joined with about 200 people in a march through the College Avenue and George Street area.

"I felt so proud of my daughter," Auston says.

But Auston, who studies race and religion, soon found herself reflecting back on her own days as a young African American undergraduate at Rutgers College. In the early 1990s, she joined a rally after a jury acquitted Los Angeles police officers in the beating of Rodney King.

"The déjà vu makes it bittersweet," Auston says. "I'm pleased people are speaking up. But it's overwhelming to be confronting these issues again." Those feelings of frustration have become only more intense over the last year with the subsequent deaths of Walter Scott and Freddie Gray, and then the mass shooting at the Emanuel African Methodist

Episcopal Church in Charleston, South Carolina, where the pastor and eight churchgoers were killed by a white man.

Despite her anguish, Auston, as a scholar, is fascinated by the sudden focus on racism in America. She's determined to research and chronicle the complex and rapidly unfolding events that she sees as history in the making.

"There is a conversation about race going on that hasn't happened at this intensity in my lifetime," she says. "I have been at protests both as a participant and as an observer. I am interested in documenting this moment to understand what it means and where it may be going."

Since returning to Rutgers as a graduate student, Auston has been immersed in a constellation of issues around race, religion, and gender and has written extensively about African American Muslims, including participant observation of Muslim women working as professional undertakers in Newark.

"Cultural anthropology at Rutgers is where I wanted to be," she said. "It gives me the background and tools

to study the disparate issues that fascinate me."

Auston says the liberal arts and sciences tradition at Rutgers has provided a foundation for her intellectual growth since her undergraduate days.

Back then, she double majored in linguistics and Africana studies, and made connections with Rutgers' diverse communities of color.

Now she watches as her daughter forges her own identity at Rutgers.

In her first year, Brookins took the Byrne Seminar

"Paul Robeson as a Global Citizen," taught by Department of Africana Studies Chair Edward Ramsamy, who was also a mentor to Auston.

"I like the community of Rutgers," Brookins says. "I like how it is in the middle of a city, and that there are so many different types of people that come here."

Brookins had been considering a pre-med track, aiming to work in international humanitarian settings. But now she is leaning toward social work as the field in which she can have the greatest impact.

"My mom definitely influenced me," she says. "She was always involved. Everything she does has social justice at its core."

SAS.RUTGERS.EDU

HER MISSION: CONFRONTING DANGEROUS VIRUSES

Undergraduate research stint helped shape flu-fighting microbiologist

Jessica Belser is fascinated by the flu. And that's good news for all of us wishing to avoid the virus. Belser is a microbiologist at the Centers for Disease Control and Prevention (CDC), where she studies strains of influenza—including the highly pathogenic H5N1 virus—to understand how they make us sick.

"Influenza is a fascinating virus," says the 2003 graduate of Rutgers College. "It's an endless trove of issues to research."

In late 2014, however, Belser's influenza expertise prompted the CDC to tap her for a short-term but critical mission taking on another menacing virus: Ebola. So instead of kicking back with friends and family, she spent late December and January working with CDC teams in Sierra Leone, testing blood samples delivered from a region representing nearly half the devastated country.

Outfitted in protective gear, Belser worked 10-to-14-hour days, with lab temperatures reaching into the high 90s, performing a complicated technique known as polymerase chain reaction, or PCR, to determine if the Ebola virus is present.

"It's the most specific test that we have," she says. "You don't want to send someone who is negative to a treatment center and you don't want to send someone who is positive home to their community."

The 2014 Ebola outbreak in West Africa is the worst in history. In Sierra Leone, a nation of 6 million people, nearly 4,000 people have died from the virus as of June 2015.

"Knowing that I had a skill set that could help control the outbreak was very meaningful to me," she says of the experience. "To be able to contribute was very important."

A New Brunswick native, Belser has long been drawn to the study of infectious disease. But it was as a liberal arts and sciences undergraduate that she began growing into the microbiologist that she is today. She majored in genetics and worked under Lori Covey, a professor of cell biology and neuroscience, whose research lab is focused on immunology.

"I'm really grateful to Lori Covey because she accepted a completely untrained undergraduate in her lab and took a risk that the investment would pay off," Belser says. "I learned how to do all of my research in the most thorough and meticulous way."

Covey, a professor in the **School of Arts and Sciences**, says Belser had tremendous drive, a natural gift for lab work, and the patience needed for bench science.

"Science is very stingy in terms of giving up secrets," Covey says. "You have to be able to outsmart science, and that takes patience and creativity—Jessica had that in spades."

After graduating from Rutgers, Belser earned her Ph.D. from Emory University. She won a Presidential Early Career Award for Scientists and Engineers for her work in the CDC's Influenza Division. She spends most of her day-to-day research on avian influenza viruses like H5N1, which typically spread among birds but occasionally cause severe human infections.

Her studies focus on how the virus makes people sick and how some viruses can spread between people.

"We'll never completely eradicate the flu," she says. "But these are things that we need to know to prevent and stop future outbreaks and pandemics. I hope my research continues to contribute to these important public health goals."



Jessica Belser, a Rutgers graduate, is a staff scientist for the Centers for Disease Control and Prevention. Her job involves examining dangerous strains of influenza, requiring her to wear protective gear in the lab.

HUMANITIES

A Pioneering Department Reaches Across East Asia

Languages, literature, sushi, and K-Pop

It was nearly 50 years ago when Ching-I Tu, a graduate student at the University of Washington, left Seattle for New Brunswick on an improbable mission.

"My adviser told me that Rutgers University wanted to start Chinese studies," Tu recalled recently.

At the time, few public universities on the East Coast had Asian studies programs.

But today, the fledgling program Tu started in 1966 has grown into the Department of Asian Languages and Cultures, a major center of scholarship in the **School of Arts and Sciences**. The department reaches across the literary, cultural, and linguistic expanse of East Asia, offering programs in Japanese, Korean, and Chinese, and adding Filipino and Vietnamese this year.

Over the years, the field has exploded in surprising ways. In her "Korean Language and Culture" course,

Annette Lee SAS '15 says her East Asian studies major sharpened her intellect in countless ways.

"The professors helped me grow," she says. "They teach the language, but they also teach the culture. They talked about their experiences and current events. It's a vital experience."

Vingie Magdael SAS '15 conducted an Aresty Research project on Korean hip-hop, drilling right down to issues of phonology and syntax.

"It's a captivating genre with innovative manipulations of the Korean language through rhymes and flow," he says.

The department's Signature Course "Global East Asia" draws hundreds of students for its exploration of globalization's impact on East Asia. Paul Schallow, the department chair, used the example of sushi to show how food considered distinctly Japanese has become something blurrier in the global economy.

“Students are fascinated with cultural difference ... they want to learn the global context.”

for example, Young-mee Yu Cho analyzes Korean hip-hop lyrics.

"The students love that," says Cho, who left Stanford University to build the department's Korean program.

A diverse array of students seek out Asian studies at Rutgers: business majors focused on the global economy; children of Asian immigrants seeking their roots; budding intellectuals intrigued by the literature and emerging pop culture.

"Think of a California roll with crab meat and avocado, or sushi made with brown rice—these are U.S. innovations," Schallow tells students.

The field is constantly evolving, reflecting the emergence of new scholars as well as changing demographics in the U.S. and shifting economic and political trends in the global arena.

Janet Walker, who introduced the teaching of Japanese literature at Rutgers in the 1970s, developed

courses such as "Zen and Japanese Culture" and "Love, Honor, and Suicide in Japanese Literature."

"I made it my mission to broaden students' worlds by exposing them to non-western literature," Walker said.

She also helped introduce the first Japanese language course at Rutgers. And as Japan's economic prominence surged in the 1980s, so did enrollments. In 1983, Senko K. Maynard joined the department to build the language program.

Similarly, in the 1990s when New Jersey was becoming a major center of Korean immigration, the department added Korean studies. Today, there are nearly 30 Korean courses, including special sections for heritage speakers, and a translation course to meet growing demand from the medical and legal fields.

As Rutgers celebrates its 250th anniversary, the department is marking 50 years of Chinese studies and contemplating what the next half-century may bring.

"In our globalized world, the interest is continuing to grow," says Tu, who still teaches at Rutgers.

Indeed, whether it's Korea's K-Pop music phenomenon, classic literature, or modern history, students' openness to Asian culture suggests the department will be thriving for generations to come.

"Young people today have access, through technology, to an unprecedented level of cross cultural exchange," Schallow says. "Rather than feeling polarized, the students that I see are fascinated with cultural difference. They're drawn in. They want to study it, and they want to learn the global context."



The field of East Asian studies at Rutgers has grown from a few Chinese courses in the 1960s to a comprehensive department that reaches across the region. Young-mee Yu Cho (inset) helped build the department's Korean program and developed a line of textbooks to teach the language and culture, while from left professors Ching-I Tu, Janet Walker, and Paul Schallow teach Chinese and Japanese literature and culture.

LIFE SCIENCES

SAS.RUTGERS.EDU

SAS.RUTGERS.EDU

First Arts and Sciences Convocation Draws Thousands of Students and Families

New tradition strikes a chord with seniors



The **School of Arts and Sciences** community celebrated in spectacular fashion on May 17 at its first-ever convocation. To celebrate the school's identity at the heart of the university, Executive Dean Peter March brought together faculty from all disciplines to recognize students with majors from Africana Studies to Women's and Gender Studies in one ceremony.

The convocation began with deans and university board members processing into the stadium to trumpet fanfare and the booming voice of announcer Chris O'Connor, and culminated with nearly 3,000 students walking across the stage to shake hands with the deans as the Jumbotron captured every moment and identified every graduate by name.

"I think it's great," says Christopher McDougal, one of the participating graduates. "My family is very excited to see me make the walk."

In his convocation address, March connected the tradition of a comprehensive arts and sciences education to Queen's College, chartered in 1766, and the origin of Rutgers University.

Also addressing students, in a musical and deeply emotional vein, was Regina Belle SAS '15 whose performance of "A Whole New World," a song featured in Disney's *Aladdin* movie, earned her a Grammy in the 1990s.

Belle's moving story of returning to Rutgers after nearly 30 years to earn her degree was broadcast on video during Convocation.

"To my Class of 2015, I love you all!" she said before singing "Dream in Color": "This is for you!"

RUTGERS

School of Arts and Sciences

● The **School of Arts and Sciences** is the largest academic unit at Rutgers University–New Brunswick providing a comprehensive liberal arts education to more than 20,000 undergraduates. The School upholds the tradition of excellence, first founded nearly 250 years ago by Rutgers College, and continues the expansion of access to outstanding higher education created by Douglass, Livingston, and University Colleges. With more than 800 full-time faculty and more than 70 majors and minors in the humanities, biological, mathematical, and physical sciences, and social and behavioral sciences, the School of Arts and Sciences offers programs of unparalleled breadth and depth combining excellence in teaching with world-class research.

SAS.RUTGERS.EDU