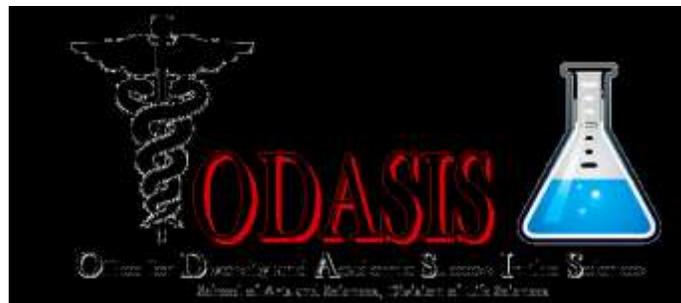


RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

**OFFICE FOR DIVERSITY AND
ACADEMIC SUCCESS
IN THE SCIENCES**

2011-2013

Biennial Report



Helping underrepresented students in the sciences REALIZE and ACHIEVE their goals.

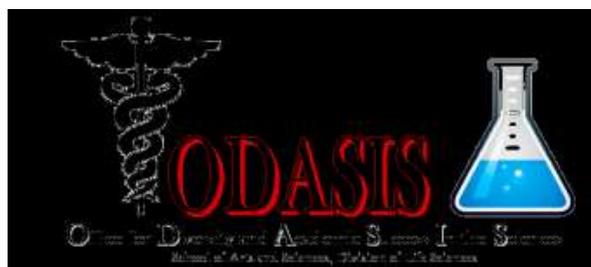


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Introduction

The Office for Diversity and Academic Success in the Sciences (ODASIS) is an academic support unit within the Division of Life Sciences at Rutgers University. Founded in 1986, ODASIS aims to increase the number, participation, and success of underrepresented and disadvantaged students at Rutgers who pursue Science, Technology, Engineering, and Math (STEM) disciplines. Particular emphasis is placed upon student completion of graduate and/or professional school with the long-term goal of careers in the health professions.

Today, African Americans and Hispanics/Latinos make up 33.3% percent of the U.S. population. (www.census.gov) Unfortunately, individuals from these groups are not equally represented in the health professions. According to the American Medical Association, the total number of physicians in the United States as of 2008 was 954,224; of these, only 3.5% of doctors were African American and only 4.9% were Hispanic. ODASIS addresses this issue by targeting these specific demographic groups and offering academic support by providing supplemental instruction in their core life-science curriculum.

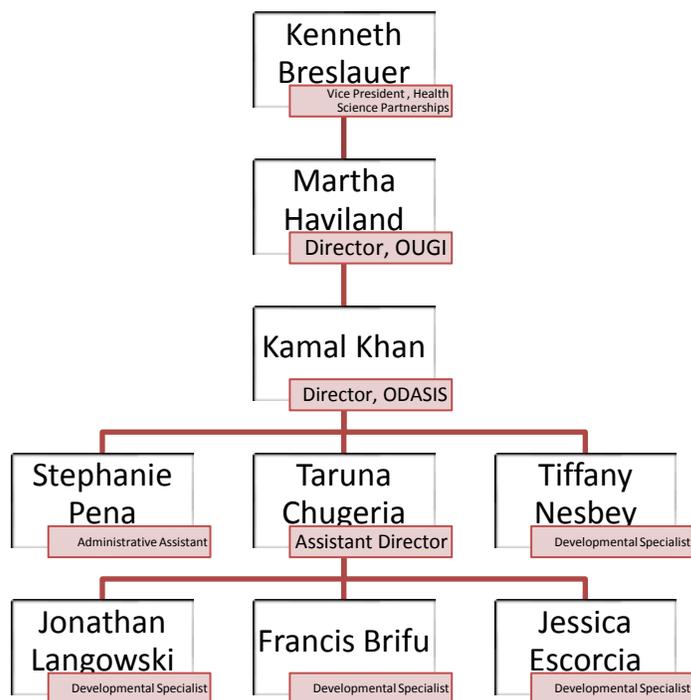
ODASIS also provides career guidance through various motivational and networking events in order to foster commitment in the students to their chosen STEM discipline as well as help them pave the path toward achieving their professional goals. Outside of the classroom, ODASIS further exposes students to the possibilities available within the STEM disciplines by facilitating tours to neighboring medical and graduate schools as well as providing opportunities to intern with ODASIS alumni. Parents are encouraged to become involved in their student's professional success by attending workshops held throughout the year designed to help develop a support system for their student that will lead to success. By providing academic and career guidance to students, ODASIS hopes to cultivate a diversified workforce of scientists, engineers, doctors, educators, dentists, nurses, and other practicing health professionals.

Rutgers University is dedicated to realizing the educational benefits of a diverse learning community, and ODASIS is one such example of this ongoing commitment. In the 2012 *Diverse Issues in Higher Education's* ranking, Rutgers University ranks 9th in top 100 degree-producing Universities for total minority participation in the Biological and Biomedical Sciences. It is the goal of ODASIS to build on these achievements by promoting the continued success of its students.

Mission

The mission of ODASIS is to increase the recruitment and academic success of underrepresented students, as well as educationally and economically disadvantaged students, who are interested in pursuing careers in STEM. Particular emphasis is placed on preparing students to successfully complete medical, dental, public health, PhD, engineering, and other scientific programs by providing rigorous academic support and enrichment opportunities.

Administration



ODASIS is administered by our Director, Dr. Kamal Khan and our Assistant Director, Ms. Taruna Chugeria, in collaboration with four Developmental Specialists and an Administrative Assistant.

In addition, ODASIS employs several Supplemental Instructors and Group Leaders for academic support sessions in courses such as General Biology, General Chemistry, Organic Chemistry, Physics, Systems Physiology, Genetics, Biochemistry, and Mathematics. ODASIS also depends on the invaluable assistance of several work study students through the Federal Work Study Program and departmental support at Rutgers University.

Executive Summary

We are proud to present a biennial report that exhibits two years of successful results from the various programs offered through The Office for Diversity and Academic Success in the Sciences (ODASIS) throughout the 2011-2012 and 2012-2013 academic years. ODASIS continues to serve hundreds of students and collaborates with various organizations, agencies, departments, schools, and foundations to increase the number of underrepresented students who pursue careers in the sciences.

Since 1990, 450 ODASIS students from under-represented groups have graduated from medical school. Over 250 students have become chiropractors, dentists, physician's assistants, podiatrists, nurses, or other allied health professionals.

ODASIS has had many highlights and achievements since its beginning in 1986, and this year is no exception. For example, in 2012-2013, over 465 Rutgers University undergraduate students took part in the program.

The ODASIS graduating classes of 2013 included among its cohort 27 African Americans and 16 Latino Americans that were accepted to medical and other health professional schools. Of the ODASIS graduating class of 2013, 52 students and alumni applied and were accepted to medical, dental, podiatry, osteopathic, and B.A./M.D. programs.

In 2013, 41 ODASIS alumni graduated from medical, dental, podiatric, osteopathic, Ph.D., M.P.H., graduate biomedical science, and B.A./M.D. programs.

The 2011-2012 ODASIS MCAT class performed remarkably well on the exam, with an average composite score of 26.95, a significant increase compared to the national average of 25.2. During the 2012-2013 academic year, the MCAT class average composition score was a 27.53.

New programs which ODASIS has recently initiated include the GRE Preparatory Course and a hybrid online MCAT Preparatory Course, which runs in addition to the already existing traditional in-class MCAT course. The High School English 100 program, which has allowed students to be

placed into college-level English upon matriculation to university, has also developed an English 101 course through which high school seniors may gain college credit for the Expository Writing course at Rutgers University.

Throughout the last year, ODASIS experienced many challenges. These were mainly due to lack of funding, which was coupled with an increase in the demand for additional funds to support newly matriculated and qualified diverse candidates. Because of the high demand for the program and its great benefit for our students, we are seeking additional funds this year. Our future aims are to have a greater institutionalization of ODASIS with less dependency on grants to continue funding the program's operations.

Given its rapid growth and development, ODASIS aims to become a fully sustainable program through endowment via collaboration with the Rutgers Foundation. With the ever increasing number of qualified students applying to ODASIS programs, as well as an increase in the number of students enrolling in ODASIS's recently implemented summer programs and classes, the need for funding has greatly increased.

Despite our funding challenges, ODASIS delivered another year of service to support our students. In the 2012-2013 academic year, 845 Rutgers University students received academic support through ODASIS, with approximately 591 first-year students and approximately 254 second-year students receiving assistance in core science and math courses. In addition, 70 students were enrolled in our MCAT preparatory class, 13 were enrolled in the GRE program, and 22 were enrolled in the MCAT Hybrid course. We also had 57 additional students in our High School programs totaling 1007 students receiving ODASIS support in the 2012-2013 academic year.

ODASIS has adopted several strategies to broaden its resource pool with partner organizations in order to maintain its services. ODASIS has succeeded in its student recruitment and retention strategies and now has greater enrollment than ever before. However, there is a need for expansion of the infrastructure in order to meet the increasing demands for services provided by ODASIS. For these reasons, intense efforts were spent this past year in seeking funding agencies and other support to facilitate the growth and achievement of our program's goals.

Program Summary

Academic Support Program (Project Beck)	The ODASIS Academic Support Program offers supplemental instruction sessions, discussion groups, academic and career counseling, and motivational and study skills workshops. ODASIS also encourages students to become involved with research training and scholarship opportunities in addition to summer enrichment programs.
Access-Med Program	The program provides academic support, career counseling, and supplemental instruction in collaboration with Robert Wood Johnson Medical School, helping to prepare Rutgers students for the MCAT and to transition into medical / health professional schools. The program spans a four-year collegiate career.
Biomedical Careers Program (BCP)	Undergraduate students (who have just begun professional studies and have completed at least one year of college) in the BCP program participate in a six week program consisting of a variety of science enrichment and health care-oriented activities in collaboration with Robert Wood Johnson medical School.
Pre-College Summer Chemistry Preparatory Program	This program provides an introduction to chemistry and calculus by providing intensive academic support during the summer for incoming college freshman students.
Summer Medical and Dental Enrichment Program (SMDEP) – New Jersey Medical School	Intensive and personalized medical and dental school preparation through coursework, clinical experience, and opportunities for research.
The Cancer Institute of New Jersey Student Research Project	Selected students conduct research at The Cancer Institute of New Jersey for two summers and for an academic year in between.
The Office of Institutional Diversity and Inclusion - The Collaborative	The Collaborative emphasizes service learning through a one year program which allows exploration of students' academic interest and intensive community service.
New Brunswick Saturday Scholars Academy	The New Brunswick Academy is an SAT and college preparatory program which helps approximately thirty-five 11 th grade students from New Brunswick high schools succeed on the exam and prepare to attend college in the future.
Bridge to Employment Supplemental Instruction Program	The Bridge to Employment program works with 10 th to 12 th grade high school students to increase their SAT scores and improve preparation in the sciences and other academic disciplines.
New Brunswick Tomorrow—AVID Academic Support Program	This program's goal is to boost the preparation of 9 th , 10 th , and 11 th grade high school students for entry into a four-year undergraduate institution by providing Math, English, and Science support, as well as peer-mentoring.
12th Grade English 100 and 101	Successful completion of the English 100 course permits students to earn college credit and qualifies them to enroll in English 101 during their senior year of high school and receive up to a total of six college credits between both classes, facilitating entry into core science courses.

ODASIS Programs

A. Academic Support Program (Project Beck)

The Success in the Sciences Academic Support Program is the largest program of ODASIS, and is fundamental to our mission by promoting and ensuring the advancement of economically and educationally disadvantaged students, as well as underrepresented minority students, who are majoring in the sciences or have aspirations to go to medical school. Academic support is provided for undergraduates at every level of the ODASIS program, which is open to all students.

The main components of the program are:

- a. Academic Support in math, general chemistry, general biology, organic chemistry, genetics, statistics, systems physiology, biochemistry and other upper level science electives. Supplemental instruction for General Biology is given in the form of a 1-credit recitation program in addition to the course offered by the university. ODASIS has worked with the Chemistry department to develop a special recitation section specifically for ODASIS students, which does not award any additional course credit but does count toward the students' grade in the course. Support for all other courses includes supplemental instruction and academic advising, but no academic credits.
- b. Supplemental instruction sessions are led by experienced upperclassmen who have excelled in the science courses that they teach. These sessions are based upon the philosophy of "student centered learning," in which each student expands their learning ability by participating in peer study groups, interactive computer sessions, small supplemental instruction sessions, study halls, and study skills workshops. The employment of comprehensive pedagogical techniques by ODASIS instructors ensures that each student can engage in the material utilizing their diverse learning styles.
- c. Academic advising is provided by the Assistant Director and the Developmental Specialists. Our staff members work with incoming students to guide them throughout their college careers by providing insight into course selection, scholarship opportunities, career options, and course curricula. Advising pertains to course scheduling issues and preparation for the MCAT and other graduate school entrance exams, and continues as students' progress through their undergraduate career. Advising also helps students develop important and useful skills to assist in their studies, including time management and study techniques.

On a program-wide basis, instructional materials used are consistently evaluated for their relevancy in a rapidly-evolving science education environment.

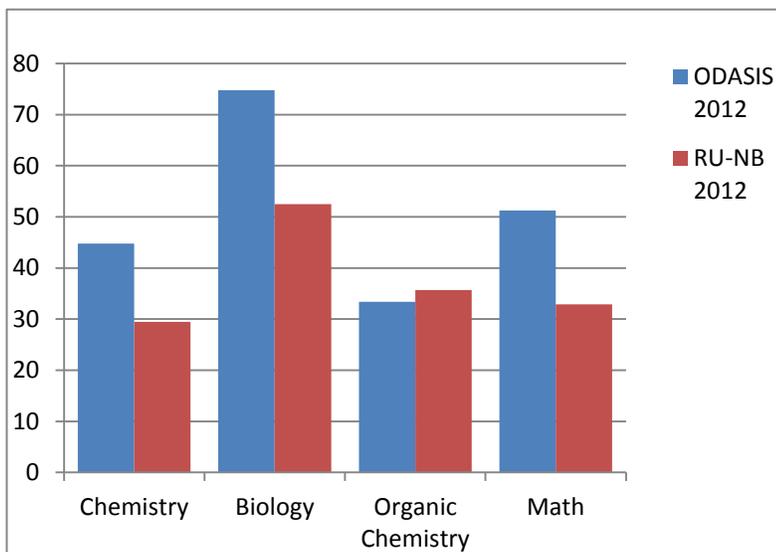
Access-Med Supplemental Instructors and Group Leaders are evaluated on a "360 Degree" basis by both student participants and ODASIS staff. This assures that we deliver highly efficient and consistently improving academic instruction and support to our student participants. Detailed electronic records regarding longitudinal program results are also kept for statistical evaluation.

RESULTS

The following graphs compare student outcomes in the four subject areas of Chemistry, Biology, Organic Chemistry, and Math. These charts show grade performances from 2011 to present, and compare ODASIS against the general Rutgers University population of students.

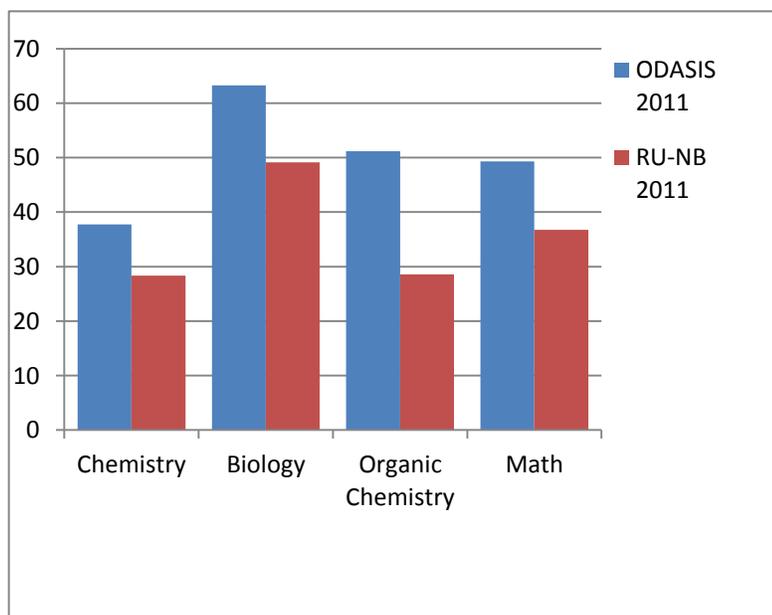
2012-2013 Academic Year: Percentage of students with a grade of "B" or higher

	Chemistry	Biology	Organic Chemistry	Math
ODASIS	44.76	74.77	33.40	51.27
RU-NB	29.46	52.48	35.68	32.86



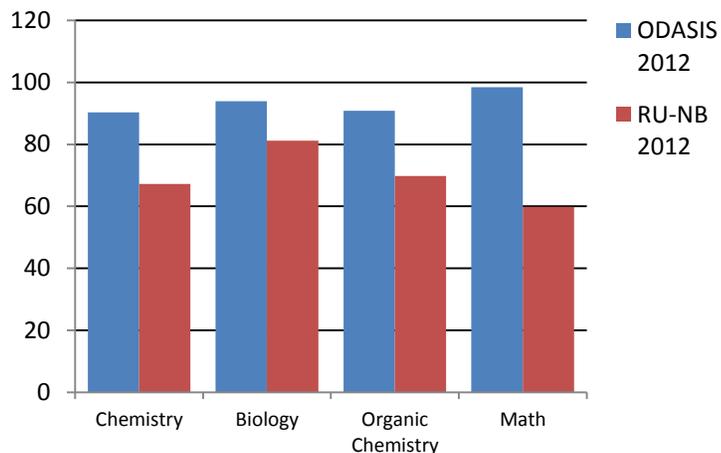
2011-2012 Academic Year: Percentage of students with a grade of "B" or higher

	Chemistry	Biology	Organic Chemistry	Math
ODASIS	37.75	63.27	51.18	49.31
RU-NB	28.36	49.15	28.58	36.77



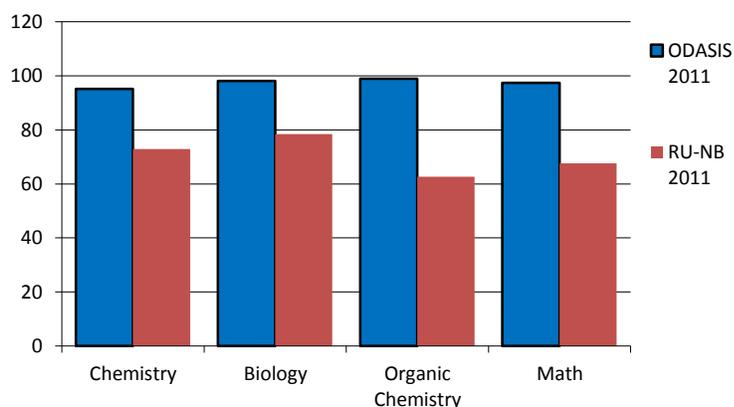
2012-2013 Academic Year: Percentage of students with a grade of "C" or higher

	Chemistry	Biology	Organic Chemistry	Math
ODASIS	90.32	93.93	90.81	98.46
RU-NB	67.21	81.20	69.83	59.79



2011-2012 Academic Year: Percentage of Students with a grade of "C" or higher

	Chemistry	Biology	Organic Chemistry	Math
ODASIS	95.18	98.16	98.91	97.42
RU-NB	72.91	78.47	62.72	67.6



ODASIS students perform significantly better than the Rutgers University, New Brunswick undergraduate class as a whole. ODASIS students are supported, encouraged, and motivated by the program and are assisted throughout their four-year collegiate careers so that they can succeed in their classes and ultimately, achieve their goals.

B. Access-Med Program

The Access-Med program is a consortium with Robert Wood Johnson Medical School and Seton Hall University which spans the entirety of a student's four-year collegiate career. The purpose of the Access-Med Program is to prepare students for the successful entry into health professional graduate schools. It consists of two phases: the first is open to second and third year students interested in pursuing a career in the health sciences, while the second phase is reserved for qualified students who wish to attend Robert Wood Johnson Medical School.

Program Requirements:

1. Weekly supplemental instruction sessions in core science courses include general biology, general chemistry, organic chemistry and other upper level science electives. Additionally, the program develops student's learning skills and provides subsidiary course instruction, simulated examinations, and computer-assisted instruction.
2. Individual academic and career guidance related to post graduate programs. Students are advised on health related professions, graduate programs, and other life science majors.
3. Mandatory study hall sessions for first-year students and those on academic probation.
4. Intense academic coaching in the key subject areas of the MCAT exam including: Biological Sciences, Physical Sciences, and Verbal Reasoning.
5. Recruitment and enrollment of students into medical or research-based summer programs, such as Biomedical Career Programs (UMDNJ-RWJMS), Summer Medical & Dental Enrichment Programs (UMDNJ-NJMS), and the PREP Program (UMDNJ-SOM).

Program Components:

- a. Phase I identifies competitive students and provides academic support, as well as opportunities to explore various fields in the health sciences. A minimum GPA of 2.9 is required for entry into this program. Students learn more about possible careers in the health professions by attending medical conferences hosted by Robert Wood Johnson Medical School (RWJMS), going on field trips to medical schools, and establishing mentoring relationships with upperclassmen, ODASIS graduates, faculty and staff.
- b. The MCAT Preparatory Program is a credit-bearing 8-month program with stringent eligibility requirements for Phase 1 students in their junior and

senior year who are interested in attending medical school. This program immediately precedes the selection of some students for Access-Med Phase II. The student's performance in the program is used to assess his/her acceptance to Phase II. Similar credit-bearing exam preparatory courses are also available for students preparing for the DAT and the GRE.

c. Phase II is open to students in their junior year who are currently Access-Med Phase I participants and who meet specific requirements in GPA and coursework completion. Upon successful completion of the MCAT preparatory course, the MCAT exam, and mandatory course work, participants in this phase will be reviewed for possible acceptance to Robert Wood Johnson Medical School. During their senior year, these students take four medical school courses along with their Rutgers University courses. RWJMS basic science courses count toward fulfilling credits for a student's B.A. / B.S. degree.

RESULTS

During the 2012-2013 Academic year a total of 85 students were accepted into Access-Med Phase I. Ten students were accepted into Access Med Phase II and are currently medical students at Robert Wood Johnson Medical School. In 2011-2012, six students were accepted into Access-Med Phase II.

When comparing the percentages of students who passed general biology, general chemistry, organic chemistry, and mathematics classes from 2011-2013, students in the Access-Med Program performed significantly better than their Rutgers University-New Brunswick counterparts enrolled in the same courses. Providing academic support in the summer for general biology, general chemistry, and organic chemistry was pivotal in helping students maintain or increase their grade point averages (GPA).

ODASIS student compared to RU students enrolled in the same course:

- 22.29% more B grades in General Biology.
- 18.30% more B grades in General Chemistry
- 2.28% more B grades in Organic Chemistry and
- 18.41% more B grades in all Math courses

The majority of Access Med participants remain in New Jersey health professional schools after they graduate from Rutgers. As of 2013, there are approximately 600 ODASIS alumni practicing medicine, dentistry, and allied health professions in New Jersey, indicating a long-term commitment toward obtaining residency and serving communities in New Jersey, many of whom completed the Access Med Program

C. Biomedical Careers Program (BCP)

The Biomedical Careers Program (BCP) is a six-week summer academic enrichment program for educationally and economically disadvantaged undergraduate students who are interested in a career in the health professions or attending medical school. Student applications are reviewed by a committee comprised of faculty from Rutgers University and Robert Wood Johnson Foundation, as well as the New Jersey Educational Opportunity Fund.

BCP is sponsored and funded by Rutgers University and Robert Wood Johnson Medical School. Considerable financial resources are also provided by the Robert Wood Johnson Foundation and the New Jersey Educational Opportunity Fund.

Participants in BCP partake in a variety of science enrichment and healthcare-oriented activities that earn them three elective credits towards the Biological Sciences major at Rutgers University. These credits may be transferred to other academic institutions. The benefits of this program include exposure to medical school and networking with faculty and staff.

Program Components:

Level I is designed for students at the beginning of their undergraduate career, having completed at least one year of college including general chemistry, one semester of introductory biology, and one semester of an introductory mathematics course. The Level I curriculum includes the following:

- Introduction to Microbiology (lecture and laboratory)
- Introduction to General or Organic Chemistry (lecture)
- Learning skills and strategies workshop
- Health professions career seminars and workshops

Level II is designed for students who have completed at least two semesters of general biology, general chemistry, organic chemistry, physics, and one semester of college level mathematics.

The Level II curriculum includes the following:

- Advanced biology (typically genetics or physiology, depending on prior coursework)
- Laboratory in either genetics or systems physiology (depending on advanced biology courses completed)
- MCAT Preparatory Program
- Learning skills workshop
- Clinical work and / or health professions career seminars and workshops

Level III is designed for students who are at or near the point of applying to professional schools and have completed nearly all pre-professional science requirements.

Level III curriculum includes the following:

- Advanced biology, generally either immunology or neuroscience (depending on prior coursework)
- Research or clinical internship
- Health professions career seminars and workshops
- Learning skills workshops

Students in all levels have the opportunity to develop close relationships with medical school faculty, staff, and students who can provide individual counseling on career choices and application procedures.

RESULTS

In 2012-2013, 32 ODASIS students were accepted to The Biomedical Careers Program (BCP) and 40 were accepted into other summer research programs. In 2011-2012, 35 ODASIS students were accepted to BCP and 20 were accepted into other summer research programs.

Some of the other summer programs include:

- Albert Einstein College of Medicine
- Colgate Summer Internship
- Columbia University College of Physicians and Surgeons
- Cooper Medical School of Rowan University sponsoring P.U.L.S.E. (Premedical Urban Leaders Summer Enrichment) Program Cornell University
- CURE (Continuing Umbrella for Research Experience) Program at the Cancer Institute of New Jersey
- New Jersey Medical School - Summer Medical and Dental Enrichment Program (UMDNJ)
- PREP Program at UMDNJ-SOM
- Project L/Earn
- Stratford School of Osteopathic Medicine in (UMDNJ)
- Summer Undergraduate Internship Program
- Summer Undergraduate Research Program (SURP).
- University of Pennsylvania
- University of Southern California Undergraduate Research Associate Program

D. ENTRANCE EXAM PREPARATORY PROGRAMS

MCAT PREPARATORY COURSE

Poor performance on the MCAT has been identified by medical school admission faculty as a major barrier for admission into medical schools for underrepresented students. These findings underscore the importance of continuing to offer superior preparation for the MCAT. ODASIS is working to help students combat this hurdle.

The syllabus for the course exposes students to a range of successful MCAT preparation strategies. The course aims to help students improve their thought processes, problem-solving skills, and test-taking abilities. By ensuring that program participants develop a diverse set of skills tailored to the various sections of the MCAT, ODASIS intends to cultivate the most competitive medical school applicant pool as possible.

Students accepted into the face-to-face MCAT Preparatory Program are required to attend sessions every Friday from 4:00pm to 8:00pm and every Saturday from 8:00am to 5:00pm for 8 months during the academic year, including spring break. Participation in the program during the spring semester is dependent upon the successful completion of the intensive winter break session.

RESULTS

During the 2012-2013 academic year, total participation in the MCAT Preparatory program reached 70 students, increasing from the 2011-2012 cohort of 52 students.

There has been a steady growth in the number of students participating in the MCAT preparatory course, which indicates that programs sponsored by ODASIS are not only growing, but more ODASIS students are being encouraged to apply to medical school as well.

During 2011-2012, ODASIS students' average composite score was 26.95 compared to the national average of 25.2. This past academic year (2012-2013), ODASIS students' average composite score was a 28.08 (national average has not been released).

The achievement for the MCAT preparatory classes during the past two years is above average not only for underrepresented students, but for students of any background.

In the past five years, the medical school acceptance rate for students enrolled in the ODASIS MCAT preparatory course is 20% higher than the national acceptance rate reported by the AAMC for underrepresented students.



HYBRID MCAT PREP PROGRAM

This course is open to all Rutgers University students during the spring semester.

Students can register for this course along with other spring semester courses and will earn 3 general elective credits upon successful completion. A majority of the course content (lectures, assignments, quizzes) is online. However, on alternate Sundays, students are required to attend in-class sessions at the Allison Road Classroom building's computer labs from 10:00 AM to 8:00 PM (with an hour for lunch). During these sessions, students will have the opportunity to review challenging topics and take full-length computer-based practice MCAT exams.

RESULTS :

During 2011-2012, the average composite score for course participants was 30 compared to the national average of 25.2. This past academic year, 2012-2013, the students' average composite score was a 28.1 (national average has not been released).

GRE PREPARATORY PROGRAM

This course is offered to all Rutgers University students in both the spring semester and summer session I.

The GRE is a standardized test used by almost all graduate and professional schools in America to assess applicants to their programs. ODASIS aims to equip more Rutgers University students with the necessary skills to study effectively for the course through a series of lectures, practice tests, discussion groups, and regular assignments. The course focuses on problem based learning in the areas of Verbal Reasoning, Analytical Writing, and Quantitative Reasoning. Students enrolled in the course receive 3 college credits and are assessed on the basis of attendance, weekly assignments, class participation, and discussion group initiatives.

The course runs for fourteen weeks from 9:00am to 5:00pm every Saturday, with additional Friday sessions from 4:00pm to 8:00pm as needed. In addition, on the basis of students' course schedules, a few discussion group sessions were scheduled to foster an academic community where students could help each other by taking practicing exams and presenting challenging problems/passages to each other.

RESULTS :

2011-2012

Of the students who took the test, the average score for the quantitative section was a 149, and the average score for the verbal reasoning section was a 145, compared to the 2012 national average of 150.8 verbal reasoning and 151.4 quantitative.

E. The Cancer Institute of New Jersey Student Research Project

(CURE - Continuing Umbrella for Research Experience)

Through the CURE program, students in the ODASIS program are selected to conduct research at The Cancer Institute of New Jersey (CINJ) over a 15-month period. Students take courses and spend time performing laboratory activities upon submission of their research proposal. Students participating in this program gain hands-on experience conducting research at CINJ for a period of two years, build networks with faculty and staff at CINJ, and conduct a final presentation on the research project at CINJ.

RESULTS

ODASIS has successfully helped a number of students to engage in research at The Cancer Institute of New Jersey, setting them on a course for future success in research positions.

Student successes after completion of CURE program:

Academic Year 2012-2013	
1	Accepted to Graduate School (Rowan Graduate School of Biological Sciences)
1	Research at Memorial Sloan Kettering
1	Accepted to Medical School
1	Applying to Medical School
Academic Year 2011-2012	
1	Accepted to Osteopathic School
1	Accepted to Medical School
1	Entering the workforce



F. The Office of Institutional Diversity and Inclusion -The Collaborative

(Formerly known as the Civic Engagement and Service Education Partnership [CESEP] Program)

Since 1998, ODASIS has incorporated the Collaborative into the ODASIS curriculum through a course entitled "Health Issues in the African American Community." This advanced level course at Rutgers University examines the field of community health as a combination of sciences, skills, and beliefs.

The Collaborative continues to play a vital role in supporting ODASIS's efforts to address the needs of underrepresented and economically disadvantaged students by providing them with one (1) college credit for completing 40 hours of service learning at a site of their choice. This initiative helps to bridge identified gaps in reaching students' potential admission into the medical and scientific fields.

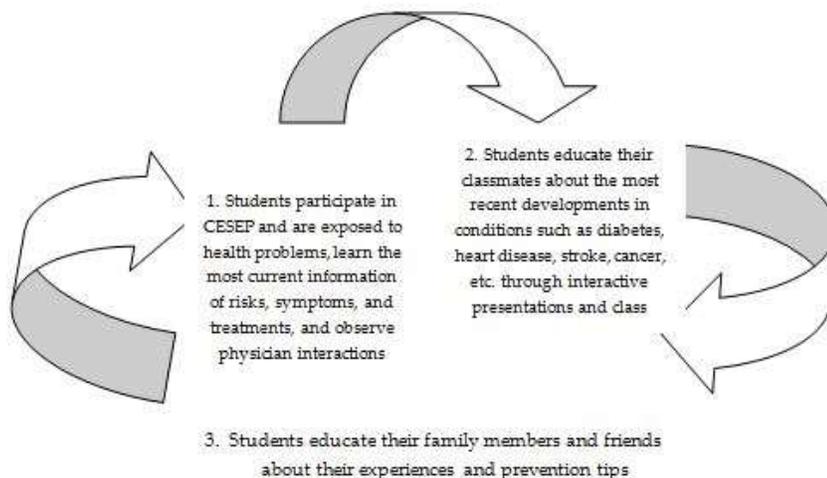
The Collaborative mission complements the focus of "Health Issues in the African American Community" by providing a concrete exchange of services between the "volunteer" and the "institution," where the reciprocity is equal and the participant has certain standards for their involvement. The Collaborative is a program that aims to provide education outside of the classroom, and it functions within ODASIS in the following manner:

The Collaborative program fosters a health advocacy cycle, by which students transmit valuable information to the larger community to result in group learning. Students who participate in the Collaborative program are exposed to health care realities and learn the most current information on risks, symptoms and treatments.

Empowered with this information, Collaborative students educate their classmates about the most recent developments in diseases and conditions such as diabetes, heart disease, stroke and cancer through interactive presentations and class discussions. They also go home and educate others; parents, siblings, cousins, aunts, uncles, grandparents, neighbors, work colleagues, etc.

Reasons for doing The Collaborative

1. Students get to experience a unique facet of learning in their academic career, getting the opportunity to try their interest and passion in medicine and/or the allied health professions.
2. They build knowledge and expertise in medicine and/or the allied health professions, and get to see what the real world/ work life is like for their field of interest.
3. They connect and form relationships with doctors, nurses and other health professionals.
4. They find new skills and problem-solving strategies.
5. They get to understand the "ins" and "outs" of the business and organization site they are placed in, etc.



Program Components:

Students in the Collaborative Program do one of the following for their independent projects at the Collaborative sites:

Doctor Feature (Shadowing):

Students seek out a physician or another health care provider to "shadow." Shadowing requires observing the selected doctor on a weekly basis and keeping a journal of the day's thoughts, events, and questions. Students focus on a variety of topics including, but not limited to:

- (1) The responsibilities of the doctor within the facility
- (2) The doctor's interactions with overall environment (i.e., the doctor's relationships with other doctors, co-workers, patients)
- (3) How the doctor is perceived by others
- (4) Treatment of patients by the doctor including both positive and negative influencers (e.g., racial factors, economic factors, etc.) and
- (5) Ethical/ moral decision-making processes.

Patient Feature (Observation):

Students focus on a collective group of patients and observe them, paying close attention to: (1) Approximate percentage of patients representing different ethnic backgrounds (Hispanic, African American, Asian, etc.) (2) Type of disease(s) that these patients have and the treatment that is being rendered (3) Patients' opinions of treatments and medical staff (4) Patients' concerns, fears, apprehensions (5) Patients' mental and physical condition.

Journal entries focus on these topics and other observations, thoughts, interviews, and conclusions.

For their final paper, students in the Collaborative Program write about their case study experience, including Collaborative site background information, notes, facts, statistics, and personal revelations, addressing the following questions:

- How did this experience affect your decision to work in the medical field?
- Did this experience make you want to continue to pursue this type of career?
- What are some of the perceptions of the medical field and how has it changed your view?

RESULTS

Total number of ODASIS students participating in the Collaborative:

- 24 during the 2012-2013 period
- 13 during the 2011-2012 period

Some of our past and present internship sites include:

- Allies Inc.
- American Conference on Diversity
- Broadway House for Continuing Care
- Children's Center
- Embrace Kids Foundation/ Adopt a Family
- Eric B. Chandler Health Center
- Eye Associates of Central NJ, P.C.
- Francis E. Parker Memorial Home
- Interfaith Network of Care
- Lazos America Unida
- Martin and Edith Stein Hospice
- Middlesex Interfaith Partners with the Homeless
- Newark Beth Israel Medical Center/Geriatric
- New Brunswick Community Interpreter Project
- NJ Women and AIDS Network
- Overlook Hospital in Summit NJ
- PhotoVoice New Brunswick
 - The Chai Project
- Robert Wood Johnson University Hospital (RWJUH)
 - AIDS Program
- Somerset Community Action Program
- St. Joseph's ER
- St. Peter's University Hospital
- The University of Medicine and Dentistry of NJ-UMDNJ



Outreach Programs

G. Pre-College Summer Chemistry Preparatory Program

The Summer Chemistry Preparatory Program consists of intensive academic support during the summer in introductory chemistry and calculus courses, as well as the required Rutgers University introductory writing course, Expository Writing for during the summer before students matriculate to Rutgers before their first undergraduate semester. The purpose of the program is to reinforce and strengthen the students' foundation in basic necessary skills such that they are successful in these courses in college. This summer program was constructed to address the identified need demonstrated by the difficulties experienced by past and current students.

The pre-college courses (chemistry, introductory calculus, and writing) are taught at a college pace; during the courses, students gain the skills needed to avoid performance failures once they are enrolled in college science courses.

The benefits of this program include:

- Free textbooks for all courses
- Two (2) college credits upon successful completion of the program
- Room and board at Rockoff Hall apartments, one of Rutgers' newest housing units
- Trips to various health professional schools, including Robert Wood Johnson Medical School, University of Pennsylvania Medical School, New Jersey Medical School, New York University Medical School, and/or Jefferson Medical School
- The opportunity to experience the various campuses of New Brunswick, thus ensuring a smooth transition into college life upon entry in the fall

RESULTS:

Participating students developed academically because 1) they were subjected to an intensive classroom environment that allowed them to learn and adapt to a college-based curriculum, and 2) they were given the opportunity to understand personal developmental areas and other obstacles that could prove difficult to overcome during the normal semester.

Student grades in the Pre-College Summer Chemistry Preparatory Program in 2012 and 2013:

Student Grade	2012 (25 Students)	2013 (21 Students)
A	11	7
B	10	9
C	4	4
D	0	1
F	0	0

H. High School Outreach Initiatives

ODASIS's commitment to address student development early on has put ODASIS in the forefront of new high school programs. ODASIS has partnered with the New Brunswick Board of Education to provide assistance to New Brunswick High School and the New Brunswick Health Sciences Technology High School. ODASIS has implemented strategies that have fortified the educational foundation of these high school students, making them more competitive for entry and success in college and in the workforce.

Due to intense recruitment efforts by ODASIS and Rutgers University Undergraduate Admissions, much success has been achieved in early identification of potential college science majors in high school students and incoming first-year Rutgers students. ODASIS pre-college programs have included partnerships with corporations such as Johnson & Johnson, high schools, the New Brunswick Board of Education, and civic organizations.

COLLEGE ENGLISH PREPARATORY PROGRAM

The Rutgers 12th grade English Preparation Program is comprised of both New Brunswick High School and New Brunswick Health Sciences Technology High School students. Once a year, an assembly is held at each of these schools where students are given information about these programs held at Rutgers University. Students are required to apply to the Rutgers 12th grade English Preparation Program and those admitted are enrolled as non-matriculated students at Rutgers University.

The aim of the program is to increase student placement into college-level English courses upon matriculation in their undergraduate studies. It is a highly selective process which requires the recommendation of a high school English teacher and / or successful completion of the New Brunswick Saturday Scholars SAT Preparatory Program. The complete application includes an official transcript, SAT scores, and an application form. Due to the rigor of the 12th grade English Preparation Program coursework, successful students from the New Brunswick Saturday Scholars program are preferred. These students have completed a full year of Saturday classes in their junior year and have complied with the attendance policy along with satisfactory completion of course work. In addition to compliance, an SAT Verbal score of at least 420 is required.

The program has been funded by the New Brunswick Board of Education and is taught by instructors from the Rutgers University English Department. Students who successfully complete the English 100 course are awarded three college credits. Successful completion of the English 100 course during the fall semester not only allows high school students to earn three college credits, but also allows them to enroll in English 101 the following Spring semester. The early successes of this program have allowed it to be expanded into New Brunswick High School in addition to its original availability at New Brunswick Health Sciences Technology School.



RESULTS

In Fall 2012, 26 high school students succeeded in completing the English 100 course. 23 students went on in the spring to matriculate in the English 101 course.

The following is a list of colleges that ODASIS students attended with advanced placement in English due to credits earned through ODASIS programs since the beginning of the program:

- Bloomfield College
- Clark Atlanta University
- Delaware State University
- Drexel University
- Fairleigh Dickinson University
- Hofstra University
- Johns Hopkins University
- Kean University
- Montclair State University
- MIT
- New Jersey Institute of Technology
- Rutgers University
- Saint Peter's University
- Seton Hall University
- Temple University
- University of Illinois
- University of New Haven
- University of Pennsylvania

NEW BRUNSWICK TOMORROW
AVID SUPPLEMENTAL
INSTRUCTION PROGRAM

The Advancement Via Individual Determination (AVID) program is an active outreach effort that serves the community (surrounding the New Brunswick campus), in collaboration with Rutgers University.

AVID provides college-level supplemental instruction to high school students. Rutgers University undergraduate students serve as peer “supplemental instructors” for selected participants from New Brunswick High School.

The AVID program allows Rutgers University to connect and help serve the community, and its undergraduates become personally vested in the success of their peer high school students, ensuring a commitment to their academic success.

ODASIS continues to seek effective mechanisms to provide academic support to students eager to achieve academic and personal success. The AVID program executes this mission by promoting and ensuring the advancement of New Brunswick High School students. It helps them realize that opportunities exist for them to successfully pursue a college degree. AVID’s supplemental instruction in introductory Mathematics, English, and Science courses, as well as the intensive interactive student support and peer counseling ensure that high school students have the opportunity to succeed.

The AVID supplemental instruction program relies upon influential college-aged supplemental instructors who serve as role models and provide encouragement, advice, and suggestions to high school students in need of academic and individual support. Within this student-to-student support network, student instructors serve as an inspiration for high school students to continue onto college.

The AVID program and the indispensable AVID supplemental instructors have been instrumental in giving high school students the confidence to conceive of attending college. ODASIS students also participate in workshops, guest lectures, and educational trips designed to stimulate their interest in enrolling in college.

Student assessment of the program was better than projected, and exceeded ODASIS’s expectations for participant satisfaction. The student surveys all revealed that AVID has been successful in helping students become:

- more organized
- more ambitious in their academic life
- more willing to take on challenging courses
- find solutions to problems on their own
- more interested in the possibility of college

These are skill sets that are required not only to assist ODASIS students in achieving academic success, but also in their future careers and life goals.

The AVID program demonstrates students’ personal investment in the success of their peers, as well as AVID’s commitment to academic and personal achievement. The AVID program allows students to visualize a wide range of potential futures that they would have never otherwise considered, and prepares them to successfully seek out those futures.

RESULTS

2012 – 2013

11th Grade AVID Students’ GPA

<u>GPA</u>	<u># of Students</u>
3.00 – 3.99	12
2.00 – 2.99	10
1.00 – 1.99	4

12th Grade AVID Students’ GPA

<u>GPA</u>	<u># of Students</u>
3.00 – 3.99	13
2.00 – 2.99	7
1.00 – 1.99	0

2011 – 2012

11th Grade AVID Students’ GPA

<u>GPA</u>	<u># of Students</u>
3.00 – 3.99	6
2.00 – 2.99	14
1.00 – 1.99	3

12th Grade AVID Students’ GPA

<u>GPA</u>	<u># of Students</u>
3.00 – 3.99	8
2.00 – 2.99	4
1.00 – 1.99	1

ODASIS survey results indicate that students find working with their instructors to be a truly rewarding experience. The benefits students received from the AVID program exceeded ODASIS’s expectations as observed from our student feedback. Some examples of student quotes are below:

- “Because of the AVID program, I am doing well in my classes”
- “I learned to value going to college”
- “The AVID Program made me a better student”

NEW BRUNSWICK HIGH SCHOOL
SATURDAY SCHOLARS PROGRAM



This program targets approximately thirty-five (35) 11th grade students from the two New Brunswick high schools to provide them with SAT preparation and pre-college academic enrichment. The program requires an application process including a personal statement, transcripts, and two letters of recommendation.

Students meet every Saturday from September to May, and sessions consist of English and Math instruction, career guest speakers, and two laboratory experiences in biology and physics.

The Saturday Scholars program continues to be a successful program as it increases academic performance, SAT scores, and admission into college.

RESULTS

Students who participated in the Saturday Scholars program met or exceeded the national average score (including students of all backgrounds) in every section, with Scholars' scores improving from 2011-2012 to 2012-2013 by an average of 17 points per section.

2012-2013

	Saturday Scholars Students	National Average
Critical Reading	496	496
Math	561	514
Writing	514	488

2011- 2012

	Saturday Scholars Students	National Average
Critical Reading	440	497
Math	520	514
Writing	560	489

At ODASIS, we are constantly being reminded that efforts to help students achieve academic and personal success are good investments in our student's academic and life prospects. In this next section, students acknowledge what ODASIS programs have meant to them.

Student Feedback

From former Saturday Scholar Students who went on to matriculate at Rutgers University:

"Joining ODASIS has truly been one of the best decisions I've ever made. Coming from a small high school with less than 300 students to a big state university like Rutgers was a major transition for me. Aspiring to pursue a career in medicine, I knew that I needed to excel academically, especially in my math and sciences. My primary concern before attending Rutgers was losing the benefits of an intimate classroom setting to the large lecture halls filled with hundreds of students, in addition to acquiring proper study habits that would lead me to maintain good grades throughout college. Being a part of ODASIS has really provided me with all the essentials that I need to succeed.

Through academic support I have been given the opportunity to benefit from the small recitation classes taught by amazing ODASIS instructors who take the time to reinforce and thoroughly explain the most complex concepts presented in lectures. Also, with the help of ODASIS advisors I was taught proper study skills and the importance of time management. In addition to academic support ODASIS has also allowed me to develop friendships and to become a part of a close knit community filled with ambitious students like myself who possess goals and yearn to become successful in life. Without a doubt I believe ODASIS has and will continue to play a major role in my academic career as I strive to achieve my goal of becoming a physician."

Adeima Ibanga
Rutgers University, Class of 2016

"I've been in ODASIS since my freshman year. I've taken the extra tutoring for all the science classes that they offer. I was in the last MCAT class. I've had the opportunity to visit several medical schools to see what they are looking for in prospective applicants. I've had the chance to make contact with people from these medical schools, which will help me when they receive my applications. I've learned proper study techniques and I've met most of my friends at Rutgers through ODASIS."

Ydamis Estrella, EOF
Rutgers University Class of 2012

"Having ODASIS was like having guardian angels watching over me because ODASIS devotes itself to helping students succeed. They have guided me in getting closer to achieving my goal and have never steered me in the wrong directions. Every advice and suggestion they have made has only been to my advantage and I am appreciative of everything they do."

Susan Rasul
Rutgers University Class of 2012
New Jersey Medical School Class of 2016

"Without the support and guidance I received from ODASIS, I am confident I would not be where I am today. It was through participating in the ODASIS program that I was able to discover my true passion to pursue medicine and to be provided with the tools to reach this goal."

Natasha Ramsa,
NYU School of Medicine Class of 2015

Physician Feedback

"Everything I am today, I owe to the Rutgers ODASIS program. It kept me on the right path and provided the guidance, motivation, and encouragement I needed to get into medical school."

Dr. Didier Demesmin
Medical Director, University Pain Medicine Center, New Brunswick
Director of Pain Medicine Services, Saint Peter's University Hospital, New Brunswick
B.A. 1994, Rutgers University

"It was a pleasure interacting with your students today. They were interested and engaged during the tour – and as a result I had a wonderful time. You are doing an incredible service and I want to learn more about it! ...

I got to know Ayana and Suzana well this summer during the PULSE program. We need the bright and dedicated students you brought today to help us build a system of care that the all people deserve."

John F. McGeehan, MD, FACP
Associate Dean for Student Affairs and Admissions
Cooper Medical School of Rowan University

ODASIS GRADUATE OUTCOMES

1990-2013

1034 ODASIS GRADUATES from 1990-2013			
Profession	Number (%)	Profession	Number (%)
Medicine (MD)	389 (37.7%)	Medicine / Public Health (MD / MPH)	4 (0.4%)
Osteopathy (DO)	61 (6.1%)	Chiropractic (DC)	4 (0.4%)
Biomedical Sciences (MBS)	36 (3.6%)	Biomedical Engineering (MBE)	3 (0.3%)
Dentistry (DMD / DDS)	24 (2.4%)	Law (JD)	3 (0.3%)
Biomedical Research	11 (1.1%)	Optometry (OD)	4 (0.4%)
Physician Assistant (PA)	9 (0.9%)	Medicine / Biomedical Sciences (MD / MBS)	3 (0.3%)
Podiatry (DPM)	9 (0.9%)	Research (PhD)	2 (0.2%)
Nursing (RN / BSN / LPN / MSN)	9 (0.9%)	Medicine / Business (MD / MBA)	1 (0.1%)
Medicine / Research (MD / PhD)	8 (0.8%)	Osteopathy / Law (DO / JD)	2 (0.2%)
Pharmacy (Pharm D)	17 (1.7%)	Master of Science (MS)	1 (0.1%)
Osteopathy / Biomedical Sciences (DO / MBS)	7 (0.7%)	Veterinary (DVM)	2 (0.2%)
Public Health (MPH)	6 (0.6%)	Other (e.g., business, education)	408 (41.2%)
Physical Therapy (PT)	11 (1.0%)		

Two year Summary

Two Year Summary:

- ODASIS Graduates (continuous participants) 150
ODASIS Graduates (part-time participants, e.g. changed major, transferred colleges, etc.) 185
- Accepted to medical school, dental school, optometry school, veterinary school, Master's in Biomedical Sciences programs, or other graduate programs / research 96



Rutgers-Robert Wood Johnson Access-Med Phase II Graduates

Conclusion

Since the inception of ODASIS, we have seen remarkable increases in student enrollment, academic performance, and retention rates facilitated through the expansion of the ODASIS programs. By providing in-depth supplemental instruction, counseling, and advising, ODASIS has been instrumental in helping students gain admission into graduate schools, medical schools, and other health allied professional and post-baccalaureate programs. In addition, ODASIS also offers students enrichment opportunities including visits to post-graduate institutions in medicine and the health-allied professions and informational workshops. Together, these programs increase students' opportunities for entry and success in graduate and professional programs.

ODASIS will continue to work toward optimizing resources and maximizing the number of students participating in our ODASIS programs by increasing the availability of academic support sessions, offering more research opportunities, strengthening supplemental and support programs, enhancing summer programs, and multiplying internship opportunities for ODASIS students.

Our goals for ODASIS in the coming years are to:

- Highlight the brilliance and talent of ODASIS underrepresented undergraduate science majors at Rutgers University.
- Increase the availability of science and health allied programs for ODASIS participants.
- Continue to improve and enhance current academic support programs.
- Grow our program capacity so that we can increase the number of underrepresented graduates diversifying the medical, dental, health-allied, and other professional workforces.

These goals are paramount not only to satisfy the gap of qualified medical and health-allied professionals, but also to help repair the great disparity and lack of diverse professionals which are needed in these fields.

Help us continue increasing the number of underrepresented graduates diversifying the medical, dental, health-allied, and other professional workforces.

To view the most recent and updated information regarding ODASIS programs, we invite you to visit the ODASIS website at the following address: <http://odasis.rutgers.edu>

Partnerships

ODASIS' success is due not only to the dedication of its leadership and staff, but also to the generosity of its alumni and extensive support by organizations that help fund the ODASIS programs.

ODASIS is grateful to these partners who help fund, guide and inspire diversity students to succeed.

On behalf of The Office for Diversity and the Academic Support program, we would like to extend recognition to people like you, whose dedication and support continue to make ODASIS an annual success. Thank you for continuing to take interest in ODASIS programs.

We thank the following supporters, donors, funding agencies, and collaborators of ODASIS:

Rutgers University Administration

The university is centrally administered from New Brunswick, although Chancellors at the Newark and Camden campuses hold significant autonomy for some academic issues. It has been this autonomy along with guidance and support that has allowed the inception, cultivation and success of ODASIS to continue.

The Rutgers Foundation

The Rutgers University Foundation advances Rutgers' pursuit of excellence in education, research, and public service. They provide the bridge between donors and the schools and programs, faculty, and students that make up this university. They directly assist ODASIS doing outreach and helping through the process of obtaining external grants to help fund and support ODASIS.

The School of Arts and Sciences (The Division of Life Sciences)

The School of Arts and Sciences (SAS), with more than 800 faculty and forty departments, combines superb teaching with world-class research in an environment of remarkable cultural diversity. SAS helps ODASIS by offering scholarships for selected incoming students which it awards through the Office of University Undergraduate Admissions at the time of admission to Rutgers.

EOF - Central State Government

The Educational Opportunity Fund (EOF) program at Rutgers offers financial and academic support for New Jersey students whose economic and educational circumstances have put them at a disadvantage. EOF has assisted with \$69,523 dollars of financial support for ODASIS students.

Merck Foundation

The Merck Foundation's mission is to support organizations and innovative programs that are aligned with three priority areas of health, education and community. Merck has assisted with \$25,000 dollars of financial support for ODASIS students.

Johnson & Johnson

The Johnson & Johnson Foundation supports community-based programs around the world that improve health and well-being. Johnson & Johnson has assisted with \$65,000 dollars of financial support for ODASIS students.

Bridge to Employment (BTE) is a Johnson & Johnson program established across the world for over 10 years to connect young students to the health care industry and its plethora of career opportunities. Through educational and work-based experiences, BTE in partnership with ODASIS helps prepare its students for higher education and ultimately, a professional role in the health care industry. Though the BTE Program has not been offered in recent years, we are looking forward to re-starting this successful program in the New Brunswick area.

New Brunswick Tomorrow / New Brunswick Board of Education / Rutgers University English Department

Several years ago, it was found that the lack of scholarships available to New Brunswick High School students hindered their ability to pursue college careers. To enable students to improve their academic performance and therefore become more competitive and eligible for college scholarship money, New Brunswick Tomorrow (NBT) has partnered with New Brunswick High School to establish New Brunswick High School's Advancement Via Individual Determination (AVID) Supplemental Instruction program.

The AVID Supplemental Instruction program targets average-performing high school students who demonstrate the determination and drive to improve academically. Once students are identified, the AVID program provides participants with intensive supplemental instruction and encourages students to pursue higher education. The AVID Supplemental Instruction Program provides college-level supplemental instruction to high school students. Undergraduate student

peers from Rutgers University serve as the "supplemental instructors" for students from the New Brunswick High School who are selected to participate in the program. In the Rutgers- New Brunswick High School Dual Credit program, students take Rutgers University English 100 course during the fall semester and have the opportunity to earn three (3) college credits upon successful completion. Students who successfully pass English 100 in the fall are eligible to enroll in English 101 during the spring semester and have the opportunity to earn another three college credits.

New Brunswick Tomorrow is a private, non-profit organization, dedicated to fostering public/private networks of agencies, institutions and volunteer organizations that serve to enrich the lives of the people of New Brunswick, promoting self-sufficiency and personal dignity for every individual. New Brunswick Tomorrow has partnered with ODASIS to work with 9th through 12th graders at the New Brunswick High School; to strengthen their preparation for entry into a four- year undergraduate institution by providing Math, English, and Science skills development.

New Brunswick Tomorrow has assisted with \$27,073.23 and \$29,334 dollars of financial support for ODASIS students and programming.

The Robert Wood Johnson Medical School (RWJMS)

RWJMS is a public medical school located in Piscataway and New Brunswick, New Jersey, and one of the eight schools of the University of Medicine and Dentistry of New Jersey (UMDNJ). In June 28th, 2012 the New Jersey state legislature passed a bill that will dissolve the University of Medicine and Dentistry of New Jersey and merge most of its schools, including Robert Wood Johnson Medical School, with Rutgers University forming a new Rutgers School of Biomedical and Health Sciences. Members of the Rutgers Board of Governors estimated that the takeover of UMDNJ could "elevate Rutgers' status to among the top 25 most elite research universities in America. RWJMS' foundation was a grantor and helped fund ODASIS programs in 2007.

Rutgers Biomedical and Health Sciences (formerly University of Medicine and Dentistry of New Jersey [UMDNJ-SOM])

Rutgers Biomedical and Health Sciences (RBHS) is a leader in providing opportunities for medical education to New Jersey students. For the 162 students selected from over 4,000 applicants for admission in August 2012, 81% are New Jersey residents, with 17% from South Jersey. As well as the D.O. degree, the school offers a range of dual and joint-degree options to students with interests in law, management, public health or research.

As part of RBHS, New Jersey Medical School (NJMS) Summer PREP annually invites under-represented and disadvantaged students from colleges and universities across New Jersey for a six-week residential internship designed to help prepare them for health careers training opportunities through exposure to biomedical research, clinical shadowing, MCAT instruction, medical school admissions processes, and seminars. The program is funded via the New Jersey Commission on Higher Education's Educational Opportunity Fund (NJCHE-EOF).

The Summer PREP annually invites under-represented and disadvantaged students from colleges and universities across New Jersey for a six-week residential internship designed to help prepare them for health careers training opportunities through exposure to biomedical research, clinical shadowing, MCAT instruction, medical school admissions processes, and seminars. The program is funded via the New Jersey Commission on Higher Education's Educational Opportunity Fund (NJCHE-EOF).

The Cancer Institute of New Jersey (CINJ)

CINJ is dedicated to improving the prevention, detection, treatment, and care of patients with cancer, through the transformation of laboratory discoveries into clinical practice. CINJ delivers advanced comprehensive care to adults and children including access to clinical trials and conducts cutting-edge cancer research. CURE (Continuing Umbrella for Research Experience) Program at the Cancer Institute of New Jersey and in partnership with ODASIS provides research training and academic and professional enrichment activities for highly motivated underserved students.

Rutgers Office for Institutional Diversity and Inclusion (OIDI)

ODASIS has developed a close relationship with the Office for Institutional Diversity and Inclusion, particularly with Vice President for Institutional Diversity and Inclusion Jorge Schement, since the office was created in April 2013. The OIDI provides leadership for administrative services at Rutgers to incorporate diversity, inclusion, equity and access into operations, fostering diversity and inclusion among the Rutgers student, faculty, and staff populations through an organized and centralized channel. The Vice President for Institutional Diversity and Inclusion supports research in the areas of diversity and inclusion, coordinates and supports diversity programs across the university, and assesses of how the university is doing in these areas in relation to peer institutions.